

# JUNIOR LYCEUM ANNUAL EXAMINATIONS 2002

Educational Assessment Unit – Education Division

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FORM 5

ENGLISH  
LISTENING COMPREHENSION

TIME: 15 minutes

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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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**TIME: 15 minutes**

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When the rainforests are cleared, it takes ages for them to come back to their original condition. A few rapidly growing species quickly become established, but this secondary growth, as it is called, is far less rich and varied. For instance, rainforests in Cambodia, cleared 600 years ago, still have not regained their former richness.

The modern world has speeded up the process. At one time, it used to take a team of men a whole day to cut down a giant tree. Nowadays, a single man can do it in ten minutes. A single rainforest tree can be worth up to \$2,000 in immediate sales. By the time it ends up in luxury furniture, this one tree may have made up to \$35,000. It has been estimated that more than half the world's rainforests have come down since 1945 as a result of indiscriminate logging.

It is people themselves who are the major culprits in this process of destruction. The wealthy own the best and most arable land, and the poor of the world are forced to find land where they can find it – and it is there, under the trees. So the trees are removed. When trees and other flora disappear from the land, the water sources suddenly disappear. The land itself washes away, either becoming very poor or complete desert. To compound matters, the climate is likely to change as the trees are no longer there to absorb the carbon dioxide in the atmosphere. The gas rises and traps the sun's heat in much the same way as the glass of a greenhouse, leading to a slow but steady build-up of temperature.

In the years to come perhaps people will say that much of our rainforest need not have been destroyed. If the people of the world had not been so callous about their environment in the past, there would still be many large areas of rainforest left today, and so much of the planet's resources would not have disappeared. After discovering what was happening, surely the countries most directly involved could see that something needed to be done.

Perhaps they did see.

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**FORM 5**

**ENGLISH**  
**LISTENING COMPREHENSION**

**TIME: 15 minutes**

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

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

**Put a tick ( ✓ ) in the brackets in front of the correct statement. (3 marks)**

1. When a rainforest is cleared
  - ( ) A. nothing ever grows in its place again.
  - ( ) B. a rich and varied growth soon replaces it.
  - ( ) C. it takes 600 years for it to recover.
  - ( ) D. it takes a long time to return to its former richness.
  
2. Modern society
  - ( ) A. has found a way to remedy the situation.
  - ( ) B. needs a team of men to cut down a large tree.
  - ( ) C. has contributed to the rapid destruction of the rainforest.
  - ( ) D. can get one man to clear the rainforest in 10 minutes.
  
3. A single tree from a rainforest
  - ( ) A. can be sold immediately for close to \$35,000.
  - ( ) B. can take a minimum of 600 years to grow again.
  - ( ) C. can be worth up to \$35,000 when turned into luxury furniture.
  - ( ) D. can be sold immediately for luxury furniture.

**Write down either TRUE, FALSE, or NO INFORMATION GIVEN (NIG) in front of each of these statements. (4 marks)**

4. \_\_\_\_\_ Rainforests in Cambodia have not experienced any secondary growth.
5. \_\_\_\_\_ In future global warming will become more widespread.
6. \_\_\_\_\_ Both rich and poor people are to be blamed for the destruction of rainforests.
7. \_\_\_\_\_ It seems that governments did nothing to stop the clearing of rainforests.

**Put these statements in sequence (according to the Listening text) by putting in numbers from 1 to 4 in front of the following statements. (2 marks)**

8. 


 Erosion sets in.
- |  |
|--|
|  |
|--|

 Eventually the climate changes.
- |  |
|--|
|  |
|--|

 Poor people cut down the rainforest.
- |  |
|--|
|  |
|--|

 The land becomes a desert.

**Put a tick ( ✓ ) in the brackets in front of either A, B, C or D. (1 mark)**

9. Which do you consider to be the most suitable title for this text?
  - ( ) A. The Destruction of Rainforests in Cambodia.
  - ( ) B. The Destruction of the Rainforests.
  - ( ) C. Humanity: The Earth's Worst Enemy.
  - ( ) D. The Regeneration of the Rainforests.

# JUNIOR LYCEUM FINAL EXAMINATION 2002

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)**

## The Shetland Oil Disaster

On Tuesday January 5 1993 the MV Braer, a Liberian registered oil tanker, lost power (0)and ran aground on Garth Ness, Quendale Bay, on the southern (1)\_\_\_\_\_ of the Shetland Islands. Over the (2)\_\_\_\_\_ seven days the (3)\_\_\_\_\_ cargo of 84,500 tonnes of light crude oil, (4)\_\_\_\_\_ with hundreds of tonnes of fuel oil, were released into the marine environment as the ship broke (5)\_\_\_\_\_ in relentless storms. Emergency procedures for salvage, clean-up and wildlife (6)\_\_\_\_\_ were planned very rapidly but weather conditions meant that very little could (7)\_\_\_\_\_ done for many days. Being light crude, a significant amount of the oil evaporated. (8)\_\_\_\_\_ made the air particularly unpleasant to (9)\_\_\_\_\_ for many miles around. The sea spray carried oil onto the land and coated habitation, pasture, livestock and crops. The effects of the oil in the atmosphere and on land were of (10)\_\_\_\_\_ concern and plans were ready to evacuate the area around the wreck if it became necessary. Where possible livestock were moved. A lot of minor complaints were (11)\_\_\_\_\_, including throat and eye irritations, headaches and nausea, (12)\_\_\_\_\_ a scheme was set (13)\_\_\_\_\_ to monitor the extent of the (14)\_\_\_\_\_. The more obvious effects of the oil were seen immediately on the birds and mammals. In the first two weeks after the spillage, large (15)\_\_\_\_\_ of dead and heavily oiled birds were recovered. It is fortunate that at the time of the accident (16)\_\_\_\_\_ seabirds, for which the Shetland Islands (17)\_\_\_\_\_ famous, were further south or offshore (18)\_\_\_\_\_ of the stormy weather. It will be important to monitor the effects on birds returning to the (19)\_\_\_\_\_ in search of breeding sites. Most important will be the effects on the food stocks – the fish – on which the birds (20)\_\_\_\_\_.

B. Use the word in brackets to form a new word that fits in the space. The first one (0) has been supplied. (5 marks)

***Rows can be good for you***

A row is simply a way of expressing your own point of view (0) ***forcefully*** (FORCE), and it's (1) \_\_\_\_\_ (SURPRISE) that people quarrel in different ways. In some families, rows are tight-lipped affairs, with (2) \_\_\_\_\_ (ANGRY) covered up by a pretence that all is well. In others, it is more (3) \_\_\_\_\_ (DRAMA). My mother threw insults and crockery, while my father ignored the insults, (4) \_\_\_\_\_ (CATCH) the crockery and produced (5) \_\_\_\_\_ (END) cups of tea when they eventually made up.

But rows can lead to greater (6) \_\_\_\_\_ (UNDERSTAND) and (7) \_\_\_\_\_ (ARGUE) in relationships often indicate development, which is fine as long as the (8) \_\_\_\_\_ (COME) is positive. It is only when there are lots of (9) \_\_\_\_\_ (REASON) rows with no clear (10) \_\_\_\_\_ (MOTIVATE) or when rows leave you feeling tense, angry and sick that alarm bells should start to ring.

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:** They didn't let us go in.  
They prevented ***us from going in.***

1. Although he was injured he continued to play.  
Despite his \_\_\_\_\_.
2. We've found that the tyres are unsafe.  
The tyres \_\_\_\_\_.
3. Mary said, "I must say, that at first I was confused by the question."  
She confessed that \_\_\_\_\_.
4. I don't know enough about the machine, so I can't mend it.  
If I knew \_\_\_\_\_.
5. They finished the game of cards and then left.  
They left \_\_\_\_\_.

**D. Comprehension.****(30 marks)**

**Read the following passage carefully and then answer the questions below. Use your own words wherever possible.**

India is the largest example in the world of a nation plagued by the problem of child labour. Estimates cite figures of between 60 and 115 million working children in India - the highest number in the world.

Child labour is a source of income for many poor families. A study conducted by the Bureau of Statistics of the International Labour Organisation (ILO) found that children's work was considered essential to maintaining the economic level of many poor households, either in the form of work for wages, or help in household enterprises, or of household chores in order to allow adult household members to take up jobs elsewhere. In some cases, the study found that a child's income accounted for between 34 and 37 percent of the total household income. However, there is a questionable aspect of this study. It was conducted in the form of a survey, and the parents of the child labourers themselves gave the responses. This has led to the reliability of the results being brought into question.

For most poor families in India, alternative sources of income are close to non-existent. There are no social welfare systems such as those which exist in the West, nor is there easy access to loans.

What is apparent is the fact that child labourers are being exploited. This is shown by the pay that they receive. For the same type of work, studies show that children are paid less than their adult counterparts.

The percentage of the population of India living in poverty is high. In 1990, 37% of the urban population and 39% of the rural population was living in poverty. Poverty has an obvious relationship with child labour, and studies have revealed a positive correlation - in some instances a strong one - between child labour and such factors as poverty. Families need money to survive, and children are a source of additional income.

The combination of poverty and the lack of a social security network form the basis of the even harsher type of child labour - bonded child labour. For the poor, there are few sources of bank loans or other credit sources, and even if there are sources available, few Indians living in poverty qualify. This is where the local moneylender comes in. For a loan of two thousand rupees, parents hand over their child to be bonded to a moneylender who forces the child to work until the money is repaid. Since the earnings of bonded child labourers are usually worth less than the interest on the loans, these bonded children are forced to work, while interest on their parents' loan accumulates. A bonded child can only be released after his/her parents make a lump sum payment, which is extremely difficult for the poor. Even if bonded child labourers are released, the same conditions of poverty that caused the initial debt can cause people to slip back into bondage.

From the time of its independence, India has officially committed itself against child labour. Article 24 of the Indian constitution clearly states that no child below the age of fourteen shall be employed to work in any factory or mine or employed in any hazardous employment. The Bonded Labour System Act of 1976 fulfils the Indian Constitution's directive of ending forced labour. It frees all bonded labourers, cancels any outstanding debts against them, prohibits the creation of new bondage agreements, and orders the economic rehabilitation of freed bonded labourers by the state. But the problem of child labour still remains. Enforcement is the key aspect that is lacking in the government's efforts. No enforcement

data for child labour laws are available. Although the lack of data does not mean enforcement is non-existent, the number of child labourers and their work participation rates show that enforcement, if existent, is ineffective.

One way of reducing child labour is by introducing the concept of compulsory education, where all school-age children are required to attend school. Compulsory education combats the problem of poverty that pulls children out of school. Policies relating to compulsory education not only force children to attend school, but also contribute appropriate funds to the primary education system, instead of to higher education.

Putting an end to child labour in India will not be an easy task. Focusing on only one element of the problem cannot eliminate child labour. The government of India must ensure that the poor have access to an adequate standard of living before attacking the problem of child labour. No matter how hard India tries, child labour will always exist until the need for it is removed.

Adapted from the original text entitled  
*Child Labour in India: Causes, Governmental Policies and the Role of Education*  
by Mitesh Badiwala, 1998

Underline the correct answer in questions 1 – 4.

1. What is questionable about the ILO Bureau of Statistics' study of child labour in India? **(1 mark)**
  - a. Only between 34 and 37 percent of householders were surveyed.
  - b. Only the parents of child labourers were surveyed.
  - c. Only poor families were surveyed.
  - d. Only Indian parents were surveyed.
  
2. Studies reveal that child labour is linked to **(1 mark)**
  - a. rural areas.
  - b. poverty.
  - c. urban areas.
  - d. large families.
  
3. Studies of children's wages show that children **(1 mark)**
  - a. earn more than their adult counterparts.
  - b. earn the same as their adult counterparts.
  - c. earn less than half of their adult counterparts.
  - d. earn less than their adult counterparts
  
4. The author argues that **(1 mark)**
  - a. the problem of child labour is caused by a single factor.
  - b. the needs of the poor have to come first.
  - c. the problem of child labour cannot be solved.
  - d. the needs of the Indian Government come first.

5. Give three ways in which child labourers contribute economically towards their family's income? **(3 marks)**

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

6. Explain what causes poor people in India to go to local moneylenders? **(4 marks)**

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

7. According to the information in the text, why is it extremely difficult for a bonded child to be released? **(2 marks)**

- \_\_\_\_\_
- \_\_\_\_\_

8. What is the attitude of the Indian Government towards child labour? **(2 marks)**

- \_\_\_\_\_
- \_\_\_\_\_

9. Explain the meaning of the following words as used in the passage: **(3 marks)**

- a. essential (line 6) \_\_\_\_\_
- b. ineffective (line 45) \_\_\_\_\_
- c. compulsory (line 46) \_\_\_\_\_

10. What do the words in italics in the phrases below refer to in the passage? **(4 marks)**

- a. "*It* was conducted in the form of a survey..." (lines 10 – 11)  
\_\_\_\_\_
- b. "*This* is shown by the pay that they receive." (lines 16 – 17)  
\_\_\_\_\_
- c. "*This* is where the local moneylender comes in." (line 27)



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d. “*It* frees all bonded labourers...” (line 39)

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11. Summary:

Using only information from the passage, write a paragraph of about 50 words stating the steps needed to be taken in order to bring the problem of child labour in India under control. **(8 marks)**

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**E. Composition.** **(40 marks)**

**Write a composition of about 350 – 400 words on ONE of the following:**

1. Caught in a storm.
2. Ann and her mother are having an argument. Ann would like more time to practise her favourite sport. Her mother wants her to dedicate more time to her studies. Continue the dialogue.

**Ann:** No sport this year! I’ve been doing sport at least three times a week. Why all these problems this year?

**Mum:** Well, you are in Form 5 now. You have important exams this year and you simply won’t find enough time to study if you spend three evenings away from home.

You may if you wish develop the points below.

Devoting a lot of time to sport may mean:

- a. other activities are not given priority.
- b. time is lost travelling to training venues.
- c. one is too tired to study.



