

JUNIOR LYCEUM ANNUAL EXAMINATIONS 2003

Educational Assessment Unit – Education Division

FORM 3

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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FORM 3**ENGLISH**
LISTENING COMPREHENSION**TIME: 15 minutes**

Friends of the Earth Trust Ltd

Friends of the Earth Trust is an educational charity set up to help people of all ages become aware of the threats to our environment. Pollution is just one of these. The destruction of wildlife and wasting our natural resources are others.

In Britain, the countryside is disappearing or being destroyed – modern farming, mining and quarrying, motorways and power stations are all adding to this destruction. By the year 2010 about half the world's animal and plant species could be extinct.

Every year a forest the size of Wales is cut down to make paper for use in Britain. If more people used recycled paper, fewer trees would be cut down, and there would be less waste to dispose of. Another important benefit would be the new jobs created in the collection of waste paper.

In Britain it is almost impossible to get away from noise. Even in remote areas low-flying aircraft shatter the peace.

New jobs would also be created if there was a large programme to save energy in buildings. It is cheaper to save energy than to produce electricity, but vast amounts of money are spent on nuclear power. From the mining of uranium to the disposal of radioactive waste there are a number of threats to the environment. In addition there are close connections between nuclear power and nuclear weapons. There are safer sources of energy.

Energy could also be saved if more short journeys were made by bicycle. This would reduce pollution and traffic congestion. Cycleways should be built to make cycling safer.

The threats to our environment are all related. For instance, building cycleways instead of unnecessary new roads would save energy, reduce pollution and the destruction of our wildlife.

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FORM 3

ENGLISH LISTENING COMPREHENSION

TIME: 15 minutes

Name: _____

Class: _____

Put a tick (✓) in the box in front of the correct answer.

1. Increase in the use of recycled paper would

(1 mark)

- | | |
|--------------------------|---|
| <input type="checkbox"/> | a. create more waste to be disposed of. |
| <input type="checkbox"/> | b. lead to less trees being destroyed. |
| <input type="checkbox"/> | c. modernise farming methods. |
| <input type="checkbox"/> | d. increase noise. |

State whether the following sentences are TRUE (T) or FALSE (F).

(5 marks)

- | | T | F |
|---|--------------------------|--------------------------|
| 2. The aim of <i>Friends of the Earth</i> is to warn about pollution. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. The main danger to the British countryside is from road building. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Many types of animals are likely to have disappeared by the end of the decade. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Large parts of Welsh forests are being destroyed to produce paper. | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Recycling paper would increase unemployment. | <input type="checkbox"/> | <input type="checkbox"/> |

Match column A with column B by putting the correct number in the space provided.

(4 marks)

A	B
7. Remote areas in Britain	___ is not as safe as other sources of energy.
8. Use of nuclear power should be discouraged because it	___ would reduce pollution.
9. The building of too many roads	___ are polluted by noise.
10. Travelling short distances by bicycle	___ is leading to the loss of wildlife.

JUNIOR LYCEUM ANNUAL EXAMINATIONS 2003

Educational Assessment Unit – Education Division

FORM 3

ENGLISH

TIME: 2 hours

Name: _____

Class: _____

A. Fill the blanks with suitable prepositions.

(5 marks)

1. Don't you know it's rude to stare _____ people.
2. Who's going to look _____ the business while you're away?
3. I think you should apologize _____ what you have done.
4. Afterwards they were able to laugh _____ the incident.
5. He gets very upset if someone shouts _____ him.
6. Those pants don't go _____ your striped shirt.
7. I'm going to discuss it _____ them tomorrow.
8. I dreamed _____ prehistoric monsters last night.



9. I was hungry, so she shared her sandwiches _____ me.
10. We were all looking forward _____ having dinner together.

B. Underline the correct word.

(5 marks)

1. The (audience, congregation, witnesses, spectators) cheered when he scored the goal.
2. They (controlled, watched, looked, inspected) the luggage with their X-ray equipment to see if there was a bomb inside.
3. The newspaper (sign, headline, title, paragraph) said "Famous Writer Killed".
4. His writing is so (imaginary, imagination, imaginative, imagery). I especially like his description of the storm.
5. You need a work (perm, visa, permission, permit) to get a job here.
6. I expect taxes to (raise, rise, rays, raze) in the next few weeks.
7. They will change goods if you have a (receipt, recipe, recitation, prescription).
8. You could see the man's (features, shade, shadow, physique) on the wall.
9. Get some paper from the (stationary, station, stationery, stationer) cupboard.
10. They (wandered, winded, wounded, wondered) around, looking at the shops.

C. Change these sentences into indirect speech.

(5 marks)

0. "I've conducted a number of tests on you," Dr Grey said.

Dr Grey said (that) she had conducted a number of tests on me.

1. "I must put you on a very strict diet," she told me.

2. "You're putting on a lot of weight," she said.

3. "You gained 10 kilos last year," she reminded me.

4. "So I'll have to live on nuts and water," I replied.

5. "You can live on nuts and water without the nuts!" she exclaimed.



D. Comprehension.

(25 marks)

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

It's the air passenger's nightmare ... the pilot **collapses** and you are forced to seize the controls to save your own life. For Alan Anderson, 24, it became reality when his girlfriend's father Les Rhoades suffered a fatal heart attack at 2,200 ft over the Welsh coast on Sunday. The pilot of a second light aircraft, Robert Legge, responded to his radio call for help and, trailing behind, calmly gave instructions on how to land.

Alan Anderson had never flown before. So he was looking forward to an exciting time when his future father-in-law, Les Rhoades, aged 63, invited him up for a ride in his light plane. What he hadn't

expected was that Mr Rhoades would suffer a heart attack while they were in the air. Fortunately for Mr Anderson, Mr Rhoades had shown him how to operate the radio, so he was able to radio for help.

Robert Legge, an instructor with the Cardiff Flying School who was in a plane a few miles away, was asked to help by air traffic controllers after they received an emergency call from Mr Anderson, saying, "Mayday, Mayday, my father-in-law has had a heart attack and I don't know how to fly."

Mr Legge pulled **alongside** Mr Anderson's plane and told him by radio

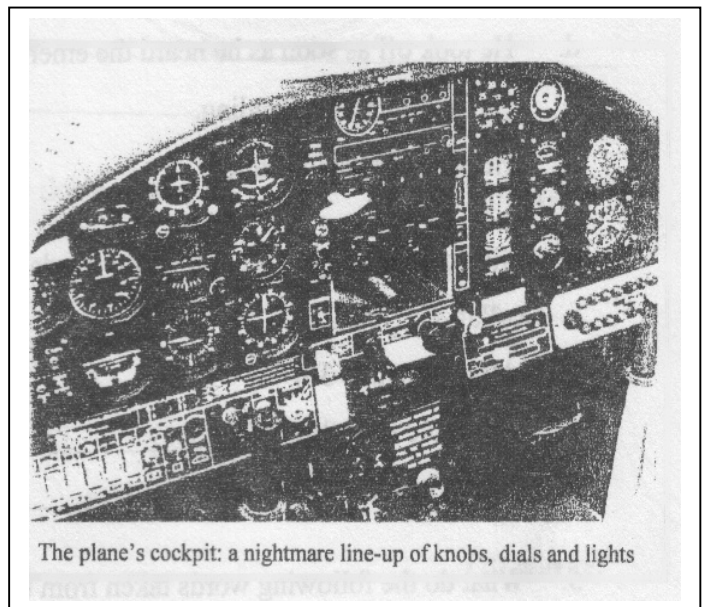
how to fly the aircraft. He took him through a practice landing and then helped him bring the plane down safely at Cardiff Airport just after 7 p.m.

Mr Legge said last night, "It was an *incredible feat* for anyone, let alone someone for the first time ever in a light aircraft. He was fantastically calm. When I kept telling him what controls to use, the repeated reply was 'OK, but I've never done this before', but he never sounded frightened."

He added, "We had one chance to get it right and, thank God, we succeeded. The worst bit was coming over the runway for the landing when I felt as though I was no longer in control, but he made a perfect landing. He did marvellously well."

After his ordeal, Mr Anderson was put under sedation for deep shock, and is now resting at his fiancée's home near Cardiff. He said yesterday, "After what I have

been through, nothing will get me on a plane again. I've never been so terrified in my whole life, but I knew I had to keep calm." And he thanked Mr Legge, saying, "I didn't have a clue what to do, but Robert put me at ease and I just gritted my teeth and concentrated on *the job in hand*."



Tick (✓) the correct answer in questions 1 and 2.

1. Mr Anderson

(1 mark)

- | | |
|--------------------------|--|
| <input type="checkbox"/> | a. landed the airplane the first time around. |
| <input type="checkbox"/> | b. had some experience in flying airplanes. |
| <input type="checkbox"/> | c. landed the airplane after one practice run. |
| <input type="checkbox"/> | d. had panicked and crash-landed the airplane. |

2. Mr Anderson

(1 mark)

- | | |
|--------------------------|--|
| <input type="checkbox"/> | a. has vowed to take proper flying lessons. |
| <input type="checkbox"/> | b. was so calm that he found it easy to fly the plane. |
| <input type="checkbox"/> | c. has decided never to fly again. |
| <input type="checkbox"/> | d. was told how to land the plane by the traffic controller. |

3. Which of these sentences are true of Anderson, Legge, or neither of them? Mark by ticking (✓). **(3 marks)**

- a. He had never been in a plane before.
- b. He didn't know how to use the radio.
- c. He was a flying instructor.
- d. He took off as soon as he heard the emergency call.
- e. He made a perfect landing.
- f. He needed hospitalisation.

Anderson	Legge	Neither

4. Give the meaning of the following words or phrases as used in the text. **(4 marks)**

- a. collapses (line 2) _____
- b. alongside (line 30) _____
- c. incredible feat (line 37) _____
- d. the job in hand (lines 60-61) _____

5. What do the following words taken from the text refer to? **(3 marks)**

- a. his (line 9) _____
- b. him (line 32) _____
- c. It (line 36) _____

6. Why did Alan Anderson have to land an aircraft? **(2 marks)**

7. What was Alan doing in the aircraft? **(2 marks)**

8. "Mayday, Mayday, my father-in-law has had a heart attack." Who was asked to help, and what did they do? **(3 marks)**

9. Quote part of a sentence to show that Alan seemed self-confident. **(1 mark)**

10. Do you think Mr Legge was sure that Alan could land the plane? Give a reason for your answer. (2 marks)

11. What happened to Alan after the landing? (2 marks)

12. Choose the best title/headline. Mark by ticking (✓). (1 mark)

<input type="checkbox"/>	a. Anderson to the Rescue
<input type="checkbox"/>	b. Learning How to Fly an Aircraft
<input type="checkbox"/>	c. Passenger Lands Plane After Pilot Dies
<input type="checkbox"/>	d. Robert Legge: Super Pilot

E. Literature. (20 marks)
Answer every section.

SECTION 1 – DRAMA (7 marks)

Title of the play: _____ (½ mark)

Author: _____ (½ mark)

1. Write about the part played by the main character in a play that you have read in class this year. (3 marks)

2. Narrate an interesting incident in the play. (3 marks)

SECTION 2 – PROSE**(6 marks)**

Choose ONE of the books you read in class this year and then answer the following questions about it.

Title of the book: _____

_____ (½ mark)

Author: _____ (½ mark)

1. Think about the ending of the story. Say why you liked or did not like the way it ended.

(3 marks)

2. Name a character you would like to meet and say why. (2 marks)

SECTION 3 – POETRY**(7 marks)**

1. “From every corner of the earth
Bombs began to fly
There were even missile jams
No traffic lights in the sky”

- a. What is the name of the poem and who wrote it? (1 mark)

- b. i. What is the figure of speech found in the last two lines? (1 mark)

- ii. Explain why it is effective. (2 marks)

- c. Choose **another** poem you have read in class this year. Write SIX sentences about it.

Include:

- i. the title and the name of the poet
- ii. the theme
- iii. any interesting figures of speech.

(3 marks)

F. Composition.

(30 marks)

Write a composition of about 250 words on ONE of the following:

1. The best day of the year.
2. A better place. Think of one thing in your neighbourhood that you would like changed. Give good reasons why it should be different.
3. Collecting is fun. Write about a collection you are proud of.
4. Write the story that ends with the words: *"No one had expected that to happen."*
5. John and Mary are twins. They have been given Lm50 for their birthday. Continue the dialogue in which they argue/discuss how they are going to spend the money.
Mary: *What shall we do with the money?*
John: *I've been wanting to replace my ...*

[illegible]