

JUNIOR LYCEUM ANNUAL EXAMINATIONS 2005
Educational Assessment Unit – Education Division

FORM 5

ENGLISH
LISTENING COMPREHENSION

TIME: 15 minutes

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 allow 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 the 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****TIME: 15 minutes**

LISTENING COMPREHENSION

Fossils

Fossilized bones have been dug up from many parts of the world, and these tell us about the evolution of humans from their ancestors. The very earliest kinds of fossils that are believed to be from ancestors of humans have been found in Africa and are over 4 million years old.

These ancestors are called *Australopithecus* (**Austral-o-pith-ecus**), which means “southern ape.” One of the best examples of *Australopithecus* is a skeleton that the discoverers nicknamed ‘Lucy.’ It was found in Ethiopia in 1974. Lucy was quite a lot smaller than modern humans, and had a much smaller brain. But she had teeth that are like those of modern humans and she could walk upright. In fact there is a famous set of fossilized footprints in Tanzania that shows how *Australopithecus* must have walked upright as we do today.

Several slightly different kinds of *Australopithecus* lived in Africa until about 1 million years ago. But fossils of a new and more human-like creature have been found in rocks nearly 2 million years old, in the Olduvai Gorge in Tanzania. These have bigger brains than *Australopithecus*, and we know they also made simple stone tools. Scientists believe that they evolved from *Australopithecus*. They are named *Homo habilis*, which means “handy man.” They were more like modern humans than *Australopithecus*.

Another kind of fossil that is even more like modern humans has been found. This is about 1.6 million years old. The species recorded in this fossil had a yet bigger brain than *Homo habilis*, and was able to make better tools such as hand axes, and also to make fires. It is called *Homo erectus*, which means “upright person” and it first appeared in Africa. Fossils of *Homo erectus* have also been found in many other parts of the world: in Europe, China, the Middle East and Java. These creatures still had brains that were a little smaller than modern human brains. They were also shorter and had thick skull bones.

We think that the modern kind of human beings evolved from *Homo erectus*, although the fossil record does not tell us exactly where and when *Homo sapiens*, which is what we are, first arose.

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Total

FORM 5

ENGLISH

Time: 15 minutes

LISTENING COMPREHENSION

Name: _____ **Index No:** _____ **Class:** _____

Put a tick(✓) in the correct box according to whether the statement is TRUE (T) or FALSE (F). (4 marks)

1. Fossilized bones help show the way humans evolved from other creatures.
2. The ancestors of humans can be traced to more than four million years ago.
3. Lucy is the nickname given to the skeletons found in Ethiopia.
4. Lucy is much shorter than *homo sapiens*.
5. Lucy’s fossilized footprints have been found.
6. *Homo habilis* could make fires.
7. Fossils of *Australopithecus* and *Homo erectus* were found in Africa.
8. Scientists know when *Homo sapiens* first appeared on earth.

T	F

What do the following dates and names refer to? (3 marks)

9. 1974: _____
10. China: _____
11. *Homo sapiens*: _____

Match the creature in Column A with the facts in Column B by putting the number in the box provided. You may need to use the numbers more than once. (3 marks)

	A		B
12.	<i>Australopithecus</i>		It had thick skull bones.
13.	<i>Homo habilis</i>		Its teeth were like those of humans.
14.	<i>Homo erectus</i>		It had the largest brain of the three.
			The name means “upright person.”
			The name means “southern ape.”
			The name means “handy man.”

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FORM 5 **ENGLISH** **Time: 2 hours**

Name: _____ **Index No:** _____ **Class:** _____

MARKS			
Listening Compr.	Oral Assessment	Written Paper	Total

A. Put the verbs in brackets into the correct tense. The first one (0) has been done for you.

David Smith, a British citizen born in Zimbabwe, (0) has been living (**live**) in the United States for a number of years. He first (1) _____ (**become**) interested in mobile phones while he (2) _____ (**work**) at a publishing firm in New York. It was believed that in the next few years readers (3) _____ (**receive**) information in new ways. This (4) _____ (**lead**) him to his job as Chief Executive Officer at Symbian, a recently set-up systems operation company. This company (5) _____ (**form**) in 1998. Although this company (6) _____ (**experience**) a few months of uncertainty before David Smith’s arrival, it now (7) _____ (**control**) 72% of the mobile market. A phone based on Symbian’s operating system (8) _____ (**release**) in 2001. Since then, the company (9) _____ (**produce**) other models. Analysts predict that by the year 2006, Symbian’s share in the market (10) _____ (**grow**) by a further 5%.

(5 marks)

B. Complete the sentences by adding a prefix or suffix or both to the words in brackets. The first one (0) has been done for you.

0. What a *beastly* (**beast**) person!
1. He only had a _____ (**rust**) sword to defend himself with.
2. Although they were in Form 5, they were still rather _____ (**mature**).
3. This type of shark is very large but quite _____ (**harm**).
4. We did a lot of work. I think it was a very _____ (**fruit**) day.
5. The teacher punished me unfairly. He was quite _____ (**reason**).
6. The boys' behaviour was terrible; it was absolutely _____ (**grace**).
7. The players are in great form. The team is practically _____ (**beat**).
8. Thieves have stolen a _____ (**price**) painting by Caravaggio.
9. I cannot repeat the vulgar words he said. They are _____ (**print**).
10. Teachers find it difficult to mark work which is _____ (**legible**).

(5marks)

C. Using the phrasal verbs in the box below complete the following sentences.

back up, break up, call off, carry out, give away,
give in, give up, fall through, put off, turn off

1. When do the children _____ for the Christmas holidays?
2. We shall have to _____ the game if it rains.
3. It is never wise to _____ your possessions before you die.
4. _____ the oven when you have finished cooking.
5. We were afraid our carefully laid plans would _____.
6. I must confess that his appearance _____ me _____.
7. I hope to _____ smoking by the end of the year.
8. I was ordered to _____ the captain's orders.
9. You must _____ an insurance claim by a police report.
10. Although he has failed many times he won't _____.

(5 marks)

D. Fill in each blank with ONE word. The first one has been done for you.

British historian Thomas Pakenham is (0) best known for his interesting books about Africa. (1) _____, his real passion is the study of trees. Pakenham has spent the (2) _____ four years roaming alone all over the five continents in (3) _____ of the world's most fascinating trees. The result of his quest, a stunning volume (4) _____ *Remarkable Trees of the World* arrives in all the major American and European bookstores (5) _____ week. (6) _____ Pakenham did research for his book at the Royal Botanical Gardens in Kew, he admits that he has often relied upon other people's knowledge and experience. (7) _____ some cases, he showed photos of rare trees to people (8) _____ had spent time in Africa and asked them (9) _____ they could give him more information about the trees. (10) _____ other occasions he was taken to places which were rarely visited by man.

(5 marks)

E. Comprehension

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

On Fridays, 15-year-old Becky Howard leaves her Year 10 classmates at their desks, while she tangles with the art of hairdressing at Sheffield College. She's one of more than 100,000 14 to 16-year-olds in Britain who spend part of their school week in Further Education colleges.

- 5 "I'm learning in a hands-on way, which suits me," enthuses Becky, who spends the rest of the week at one of the city's secondary schools. "I find reading hard, and if you find reading hard, you find school hard. So you're labelled *thick*. After a while you start to believe it." The day in college has helped her rethink her future and reform her behaviour. "It's given me more confidence. And because I want to be here, my attitude is better in school. I turn up and work hard - so I don't jeopardise my college day."
- 10

In particular she feels she's grown up. Working in the hairdressing course with students who are 'really old' - by which, it turns out, she means mid-20s - has helped her mature. "It's good being with older people. If you're one of the oldest in school then who are your role models?" And she likes being on first-name terms with the lecturers. "It takes away a barrier. It's no longer 'them and us'."

15

Becky admits that she is only too happy to have a change of scene. But she's also polite, articulate and thoughtful. So what about that other common perception: that schools send only the students they don't want in the classroom?

20 “**That**’s not so true any more,” insists Henry Hui, projects manager at Sheffield College. “It used to be that schools released those they wanted off their hands, the ones causing *havoc*. But increasingly **we**’re getting a full cross-section.”

He says college lecturers have had few difficulties adapting to a younger audience - even those who arrive with a reputation. “Staff receive full training, but at the same time we don’t want tutors to behave like school teachers. We’re not replicating the school experience, we’re offering something different. Even children who have been awkward in school will modify their behaviour in an atmosphere of mutual respect.”

Ben Beech, a year 11 student at Birley community school, who spends a week sign-writing and bricklaying, is a perfect example. “I kept on getting involved in arguments with the teaching staff,” he says. “I was close to being thrown out. The cause of these on-going conflicts? Uniform, always uniform. If you wore trainers with just a flash of white you were sent home to change, or made to wear school plimsolls. It was humiliating. People don’t understand how uniform can be such an issue, but it is.”

When Ben turned 16, he stopped going to school. But like Becky, he finds his relationship with staff at Sheffield College is positive and relaxed. As a result, the style of learning is different.

His time in college has also opened Ben’s eyes to a wider world. “I meet people of all ages and backgrounds. School is just people of your own age from your area. My school is almost all-white, whereas here I’ve learned a lot about other cultures.”

40 And the extra-life experience has helped Ben secure his first-choice course. “I’ll be doing plumbing at Chesterfield College; they offered me a place because I was already doing well in a college environment. If I’d applied from school, where most teachers had a low opinion of me, I wouldn’t have got in.”

45 For 15-year-old Chris Hicks, the college provided a critical lifeline when attendance at school became impossible. He had been bullied at school, began suffering from blackouts, and suffered from school phobia when even passing a playground made him tremble with fear. He was taken out of school on medical grounds and joined Sheffield College.

50 “My life has been transformed. I couldn’t *cope* at school but here I felt at home from the start,” he says. “People seemed interested in me and wanted me to do well.” He has been helped by the support network at college. Many of the under-16s who study full time have had social or academic difficulties at school and are supported by personal tutors who monitor their progress. “But I’ve never felt like a special case. I was only 14 when I started here but everyone is treated the same.”

55 Such success stories show the potential for using Further Education Colleges as an integral part of the 14 to 16 system. The Association of Colleges predicts that the number of 14 to 16-year-olds making use of the colleges will double over the next few years. A number of colleges say that this increase will not be at the expense of quality. Mr Hui of Sheffield College says, “We want the young people here to have the best experience we can give them.”

1. Put in a tick (✓) in the appropriate box to indicate whether the following statements are True (T), False (F) or No Information Given (NIG).

	T	F	NIG	
a.				The school and college Becky attends are both in Sheffield.
b.				At the college there are students from different cultural backgrounds.
c.				People think that children sent to college don't do well at school.
d.				Lecturers are always addressed in a formal way.
e.				Becky expects to finish college when she is in her mid-20s.

(5 marks) []

2. In what way has Becky benefited from attending Sheffield College?

a. _____

b. _____

(2 marks) []

3. Mention ONE reason why college lecturers do not have difficulties when dealing with schoolchildren.

_____ (2 marks) []

4. What is Ben's first-choice course?

_____ (1 mark) []

5. List FOUR reasons why Ben feels that his college education has been positive.

a. _____

b. _____

c. _____

d. _____

(4 marks) []

6. What is the role of personal tutors?

_____ (2 marks) []

7. Give the meaning of the following words or phrases as used in the passage.

a. thick (line 7)

b. havoc (line 20)

c. cope (line 47)

(3 marks) []

8. Say what the following words used in the passage refer to.

a. It's (line 8)

b. That (line 19)

c. we (line 21)

(3 marks) []

9. In a paragraph of not more than 60 words write a summary of the difficulties encountered by Becky and Chris at school.

(8 marks) []

Total: (30 marks)

