

JUNIOR LYCEUM ANNUAL EXAMINATIONS 2008
Educational Assessment Unit – Education Division

FORM 5

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 5

ENGLISH

Time: 15 minutes

LISTENING COMPREHENSION

People in Toowoomba, a town of 90,000 in southeast Queensland in Australia, have a problem. Residents have not been able to use their garden sprinklers for nearly three years, and in 2006, watering the lawn by bucket was also banned.

Toowoomba's residents are slowly running out of water, and have been for the past 15 years, along with nearly everyone else in this corner of eastern Australia. The region is undergoing its worst drought in over a century, and dead flower beds are the least of their worries. Toowoomba was fertile farm country until the rain went away and never came back. "We've been in water restriction in Toowoomba since 1992," says the city's mayor.

Bad luck could end for Toowoomba and the rest of southeast Queensland. Scientists are one step closer to launching what could be the world's most advanced experiment in rainmaking, known in weather circles as cloud seeding. That's the practice of injecting clouds, usually with silver iodide "seeds", so that the clouds' water or ice particles become bigger and yield more rain. The technique has been used in different parts of the world for more than 60 years – with varying success. But the slow improvement in weather technology – and an enduring human obsession to play with the sky – has kept the practice afloat despite scepticism and dwindling funds.

Cloud seeding was developed in 1946. Over the three decades following its introduction, millions of dollars a year were spent on the technology. By the 1980s, however, the science of cloud-seeding acquired a bad reputation, as disreputable private companies tried selling it to desperate, drought-ridden communities. Within the decade, it had fallen out of favour.

Now, cloud seeding is back, especially in Australia. What's special about the Queensland project is that for the first time, scientists can take advantage of a simple premise: some clouds are better for seeding than others. Up to now, the right weather-measuring tools have never been in the right programme at the right time. Soon, they will be. A recently installed radar will analyse what's happening in Queensland's clouds before, during and after materials like silver iodide are sprayed on them from planes. Together with other radars and forecasting equipment, this will mean better information about when conditions are right to send the seeding planes, as well as enable scientists to "watch" how water and ice particles in clouds are affected by the chemical.

The Australia trial couldn't happen in a place that needs it more. Queensland's government is financing 50% of the four-year experiment, part of a larger initiative to fight the drought, including a desalination plant and a programme to recycle waste into drinking water.

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Total**FORM 5****ENGLISH
LISTENING COMPREHENSION****Time: 15 minutes****Name:** _____ **Index No:** _____ **Class:** _____**A. Mark these statements TRUE (T) or FALSE (F) according to the text.** 4m []

a.	The people of Toowoomba's main concern is dead flower beds.
b.	All of Australia is slowly running out of water.
c.	Cloud seeding is used to produce ice particles.
d.	Human beings have always been interested in 'playing' with the sky.
e.	Unscrupulous companies tried making cloud-seeding a profitable business.
f.	Toowoomba is an ideal place to conduct this experiment.
g.	Faulty weather-measuring tools are blamed for the failure of cloud-seeding.
h.	The new project is financed entirely by the Queensland government.

B. Put a tick (✓) in front of either a, b, c or d. 2m []

- | | |
|----------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| a. The practice of cloud-seeding | a. went out of fashion and disappeared completely.
b. survived despite decreased funds and scepticism.
c. is taken over by disreputable private companies.
d. has been in use since its discovery in the 1980s. |
| b. The experiment in Queensland | a. involves pumping water from all over Australia.
b. is meant to do away with desalination plants.
c. is part of a bigger project to beat the drought.
d. has been tried already in some other countries. |

C. Fill in with either a number, e.g. 10 years or a year, e.g. 2007. 4m []

- | | |
|----------|--------------------------------------------------------------|
| a. _____ | length of time since Toowoomba started running out of water |
| b. _____ | length of time of experiment being carried out in Queensland |
| c. _____ | length of time since cloud-seeding started |
| d. _____ | length of time of prohibition of sprinklers |
| e. _____ | year when watering lawns by bucket was banned in Toowoomba |
| f. _____ | year when water restrictions started in Toowoomba |
| g. _____ | year when cloud-seeding was developed |
| h. _____ | years when cloud-seeding became disreputable |

JUNIOR LYCEUM ANNUAL EXAMINATIONS 2008

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

Name: _____ Index No: _____ Class: _____

MARKS			
Listening Compr.	Oral Assessment	Written Paper	Total

A. Fill in the blanks with the correct form of the verbs given in brackets. The first one (0) has been given as an example.

Henry came round to see me yesterday because he said he wanted to discuss the problems he (0) (have) was having at work. He explained that because he (1) (only recently / start) _____ to work in the office everybody (2) (take) _____ advantage of him. He hated this. He (3) (complain) _____ that some members of staff kept asking him to do things which he (4) (say) _____ are not his job to do, like preparing coffee and buying their newspapers. The assistant director asked him whether he would mind (5) (get) _____ him some cigarettes. I asked Henry how long this (6) (go) _____ on. "Since my first day in the office." "If I were you, I (7) (go) _____ to talk to the boss," I said. He replied he (8) (already / have) _____ a word with the manager but he refused to get involved. "I can't promise anything, but I (9) (talk) _____ to our manager about a job with us here." However, I really don't know whether Henry (10) (agree) _____ to work on a much lower salary than he is getting at the moment.

5 marks

B. Fill the blanks with the correct form of the word given in brackets. The first one (0) has been given as an example.

<p>I recently left my job in an (advertisement) agency after a disagreement with my boss. She accepted my (resign) but warned that because of the (economy) situation, I might have to get used to the idea of being (employ) for a while. I thought that was exaggerated, but after I had sent out over fifty (apply) to other companies, I panicked. Although I am a (qualify) designer, I didn't receive any offers of a job. I was (illusion), so I worked from home for a while, but it was not very (profit). Then I became an (employ) in a fast-food restaurant, even though my (earn) were extremely low. I wish I had accepted early (retire) from my old job. That is what I had disagreed with my boss about!</p>	<p>0. <i>advertising</i></p> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p> <p>4. _____</p> <p>5. _____</p> <p>6. _____</p> <p>7. _____</p> <p>8. _____</p> <p>9. _____</p> <p>10. _____</p>
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

5 marks

C. Continue the following so as to write complete sentences.

1. How much time _____ ?
2. Hurry! We can't afford _____
3. I wish _____
4. Had he been here, _____
5. Although _____

5 marks

D. Fill in the blanks with ONE suitable word. The first one (0) has been given as an example.

It now seems clear that one of the most pressing problems (0) facing any large city is that of water supply. (1) _____ most cities were founded simply because water was plentifully available, no one could (2) _____ have foreseen the demands put upon the water supply by the huge, sprawling cities of today. In many cases, cities are forced to (3) _____ water from many miles away, often (4) _____ the detriment of the local environment, for water is not (5) _____ a commodity needed by man for drinking, washing and industrial processes, but other things as well. Many lakes which (6) _____ served as breeding grounds for wild birds now face an uncertain (7) _____. As neighbouring cities make greater and greater demands, the water levels of such lakes fall lower and lower, (8) _____ depriving the birds of their habitats. And quite (9) _____ from this environmental problem, there is the economic issue to consider. Therefore, the next time you turn on the tap, it might be (10) _____ considering some of these problems, before you have wasted too much water.

5 marks

E. Comprehension

Most teachers agree that expulsion or exclusion, or whatever you call it, is an admission of failure. But is there any other reasonable or practical alternative?

Toby turned up for his first day in secondary school in jeans instead of his regulation school uniform. He was immediately suspended. His mother, who didn't believe in compulsory dress restrictions, advised him to keep going, whereupon he was suspended a second time. Whenever Toby tried to get into school he was stopped, or if he managed to get in, would be removed by the headmaster. Other schools also refused him, claiming that although he himself did not constitute a threat, what he believed in did. Toby has been educated at home ever since.

Lorraine was 14 when she was **eventually** excluded from school for stubbing out a cigarette on another girl's hand. This was the final episode in what had been a catalogue of violent behaviour, including beating up other girls. She now attends a special unit designed for children who cannot be taught in the regular school system.

Expulsion is a powerful weapon, but is it necessary? One headmaster, Mr Wright, believes it is. “I don’t do **it** very often – maybe once a year – for something which is a blatant defiance of the school rules, like a bad act of bullying or a major theft. But I never do it without a sense of failure.” Another headmaster is also a benign disciplinarian. “I like to think that I have only ever expelled two pupils. They were for drug trafficking, which I **abhor**. If people can’t cooperate with our very reasonable requests, then I think it’s best that they should go.”

A co-ordinator for support services runs units for children who don’t fit into the school system – truants, pregnant teenagers and children who can’t cope with school, as well as those who have been excluded from it. “Permanent exclusion is a negative, but in some cases a necessary solution. Every school will have different thresholds of what they can tolerate, but if a teacher is **consistently** threatened and abused they are not going to wait until they are beaten up before they take any action. Once, a boy who I had regularly warned for his violent behaviour threw things at me, and then threatened me with a pair of kitchen scissors. I had no other choice but to exclude him, because I could no longer work with somebody who didn’t understand that I was authority. It was an awful decision because after that he had nothing – his father was an alcoholic, his mother was in a wheelchair, and although he was now eligible for individual tuition, **we** have a waiting list of 60 people for home tutors in our district alone.”

She does believe that in some cases exclusion is used badly. “Some children are excluded for not wearing a uniform or coming in late. I would rather they did **that** than not come in at all. But we have to understand the administration’s point of view. It isn’t that teachers are sadistic, it’s just that the pupil-teacher relationship breaks down. Other children just can’t take the hugeness of the schools, and do better in a closer unit. A girl once swore obscenely at me, and even tried to hit out. Because of her violent upbringing, she expected all relationships with adults to be violent, but the closeness of the unit taught her to respect me.”

However, some people believe that children should never be excluded, and that there should always be a way of looking at each child’s individual needs and integrating them in a class. Temporary exclusion is seen by most people as useful for a period of cooling off, a breathing space in which school and family can come to some kind of agreement over how best to tackle a problem. But we don’t live in an ideal world, and problems aren’t always sorted out. A support group for parents who decide to educate their children out of school thinks that the answer lies in flexi-schooling, a system a bit like night school, since instead of forcing children to be at school, they attend because they actually want to. But, in the education system as it stands, it does seem that exclusion and expulsion are necessary evils.

Answer the following questions.

1. Put a tick (✓) in front of either **a**, **b**, **c** or **d**.

The writer believes that exclusion is

- a. a positive disciplinary measure and should be retained.
- b. a clearly unfair system of disciplining students.
- c. always unjustified in our present education system.
- d. harmful and yet unfortunately indispensable.

1m []

2. State whether these statements are **True (T)**, **False (F)** or **Not Stated (NS)**. Quote part of a sentence to prove your answer True or False. (Obviously, do not quote if the answer is NS.)

- a. Toby caused a lot of trouble at school because of his constant misbehaviour.

_____ from para. ____

- b. Because of her violent behaviour, Lorraine was finally reported to the police.

_____ from para. ____

- c. The boy excluded by the co-ordinator for support services got individual tuition.

_____ from para. ____

- d. The writer of the article is completely against exclusion from school.

_____ from para. ____

2m []

3. What happened to the children who were refused attendance by the school?

i. _____

ii. _____ 2m []

4. When is expulsion justified, according to the article?

i. _____

ii. _____ 2m []

5. Why does Mr Wright feel reluctant to expel students?

_____ 1m []

6. What justified the expulsions ordered by another headmaster?

_____ 2m []

7. Who do the support services cater for?

_____ 2m []

8. Why did the co-ordinator for support services feel sorry for the boy she had excluded?

- i. _____
- ii. _____
- iii. _____ 3m []

9. Why do some people advocate temporary exclusion rather than expulsion?

- i. _____

- ii. _____
_____ 2m []

10. Explain the meaning of the following as used in the text: 3m []

- i. eventually (para.3) _____
- ii. abhor (para.4) _____
- iii. consistently (para.5) _____

11. What do the underlined words refer to? 3m []

- i. it (para.4) _____
- ii. we (para. 5) _____
- iii. that (para. 6) _____

12. In a paragraph of between 80 and 90 words, give the reasons mentioned in the article for children being excluded from school as well as the reasons why exclusion should not happen.

_____ 7m []

(..... words)

Total: 30 marks

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F. Write a composition of between 300 – 350 words about ONE of the following:

1. Write an **article** for a teenage magazine about why schools should not prohibit students from coming to school with ‘strange’ hairstyles, tattoos, body-piercing and outlandish clothes.
2. Write about the **advantages as well as the disadvantages** of continuing your studies after finishing Form 5.
3. An international magazine aimed at teenagers is asking its readers to send a description of an important festival or event in their country. Choose a festival and write your **description**.

Title number _____

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30 marks