

## SECONDARY SCHOOL ANNUAL EXAMINATIONS 2004

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 two minutes to read the questions based on the passage. I shall first read through the questions and then read the passage at normal reading speed. You may take notes on the blank sheet provided 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 answers.*

- a. 3 minutes - Teacher reads out the questions
- b. 3 minutes - First reading aloud of passage while students take notes
- c. 3 minutes - Students may answer questions
- d. 3 minutes - Second reading of passage and possibility of answering questions
- e. 3 minutes - Final revision

**SECONDARY SCHOOL ANNUAL EXAMINATIONS 2004**

Educational Assessment Unit – Education Division

---

**FORM 5**

**ENGLISH**  
**LISTENING COMPREHENSION**

**TIME: 15 minutes**

---

**SIMPLE TIPS FOR PARENTS**

Professor Ken Fox suggests the following tips in order to help children avoid obesity.

Change an hour of television a day with some form of activity. Do not allow children to eat snacks in front of television.

Involve children in decisions about their meals and activity. They cannot be checked all day. If they feel that they have done it themselves, they will be very pleased with their effort.

Sometimes being fat is a result of children being very unhappy with themselves in the first place. Comfort eating and lack of interest can make obesity worse.

Parents should look for professional help through counselling if they find that they are making little progress. An important factor for success is constant support from family and friends.

Children in these situations need help to make changes in the way they live: changes that adults themselves find difficult.

**SECONDARY SCHOOL ANNUAL EXAMINATIONS 2004**

Educational Assessment Unit – Education Division

**FORM 5****ENGLISH  
LISTENING COMPREHENSION****TIME: 15 minutes****Name:** \_\_\_\_\_**Class:** \_\_\_\_\_**Tick ( ✓ ) the correct answer in questions (1) – (5).****1. Professor Fox talks about (1 mark)**

- ☐ a. diets.
- ☐ b. becoming fat.
- ☐ c. jokes.
- ☐ d. helping with obesity problems.

**2. While watching television children should (1 mark)**

- ☐ a. eat.
- ☐ b. change channels.
- ☐ c. concentrate.
- ☐ d. avoid eating.

**3. Sometimes being fat is a result of (1 mark)**

- ☐ a. under eating.
- ☐ b. slow eating children.
- ☐ c. being unhappy.
- ☐ d. not eating anything.

**4. Parents can ask for help through (1 mark)**

- ☐ a. professional counsellors.
- ☐ b. making progress.
- ☐ c. being professional.
- ☐ d. the family doctor.

**5. Success depends on the support of (1 mark)**

- ☐ a. the family.
- ☐ b. different factors.
- ☐ c. obesity itself.
- ☐ d. family and friends.

**6. Fill in with words from the passage. (5 marks)**

- a. \_\_\_\_\_ should be involved in decisions.
- b. Comfort eating and lack of \_\_\_\_\_ makes things worse.
- c. Counselling helps those children who make little \_\_\_\_\_.
- d. Support must be given for achieving \_\_\_\_\_.
- e. Children need to make \_\_\_\_\_ in their lifestyle.

**SECONDARY SCHOOL ANNUAL EXAMINATIONS 2004**  
Educational Assessment Unit – Education Division

---

**FORM 5**

**ENGLISH LANGUAGE**

**TIME: 2 hours**

---

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

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

**A. Underline the correct word in the brackets.**

**(5 marks)**

1. We had a picnic on the hill (over, above) the village.
2. I put the ladder (against, up) the wall.
3. The snake moved quietly (over, through) the grass.
4. The mouse ran quickly (across, through) the path.
5. The cat walked slowly (on top of, along) the wall.
6. She drove (between, through) the gates.
7. I pushed my bike (over, above) the bridge.
8. The bank clerk stood (against, towards) the wall.
9. He waited (down, under) a tree.
10. I put my suitcase (on top of, over) the wardrobe.

**B. Join the following sentences using who, whom or which. The first one (0) has been done for you.**

**(10 marks)**

0. I had a talk with the Minister. The Minister was interested in my plans.

*I had a talk with the Minister who was interested in my plans.*

1. The best car in the show was the Ferrari. The Ferrari had been brought over from Italy.

\_\_\_\_\_

2. This is Mary Jarvis. Many of you met Mary Jarvis yesterday evening.

\_\_\_\_\_

3. The Beatles have become popular again. The Beatles were famous in the 60's.

\_\_\_\_\_

4. Darwin devoted most of his life to evolution. He was the father of evolution.

---

5. I am now living in the big house on the corner. I bought the big house on the corner last year.

---

6. I wrote a letter to Mr Johnson. Mr Johnson answered me very politely.

---

7. I wish to say a special thank you to Brian Hanwell. We are all very grateful to Brian Hanwell.

---

8. Today we are going to Kew Gardens. You all know Kew Gardens.

---

9. Yehudi Menuhin is a great supporter of young violinists. We saw Yehudi Menuhin last night.

---

10. Stephen Hawking is a brilliant thinker. Stephen Hawking had motor neurone disease.

---

**C. Fill in the blank spaces using ONE word only in each space.**

**(5 marks)**

Ben's room was one of the best in the (1)\_\_\_\_\_. In addition to a wash-basin there was a wardrobe (2) \_\_\_\_\_ two shelves and, next to that, a large cupboard. In front of the cupboard was a small table with a drawer, and (3) \_\_\_\_\_ the drawer was a booklet of information about the town along with (4)\_\_\_\_\_ notepaper. On top of the wardrobe there were some extra pillows and, underneath those, some extra blankets. At the (5)\_\_\_\_\_ end of the room was a small fridge. He looked hopefully inside the fridge, but (6)\_\_\_\_\_ of the expected cans of juice he found (7) \_\_\_\_\_ a piece of mouldy cheese, together with some (8) \_\_\_\_\_ bread. He drew the curtains and looked out of the (9) \_\_\_\_\_. Across the street was a (10) \_\_\_\_\_ with tables outside the door. A group of men were sitting around one of the tables, arguing intently about something.

**D. Comprehension.****(25 marks)****Read the following passage carefully and then answer the questions below.**

The fatter a youngster becomes and the longer he maintains his fat, the more likely it is that he will become a fat adult and remain so.

5 In 15 to 20 years, unless we take serious action, this generation of fatter youngsters will send adult statistics on obesity sky high, which means higher levels of diabetes, coronary heart disease, cancer and general suffering. Youngsters who are obese also increase their risk of catching adult-type diabetes, even as teenagers. Obesity runs in families and some of us store fat more quickly than others. But the sudden onset of this epidemic means that our living conditions are the main cause.

10 One of the main reasons we were physically active in the past was the search for food. Now we use much less energy each day because we walk less, take escalators, employ work-saving devices in the home and sit down for long periods.

Obesity is a result of eating more food than we need and not exercising enough.

15 Preventing obesity in children is not easy. Parents are less likely to allow children out on their own than they were 20 years ago because of traffic and the fear of abduction. The main recommendations for preventing obesity in children are to encourage more activity through playing outside, walking to and from school, and playing games and sports.

The key is to help youngsters to appreciate why activity is important and aid them to find safe ways of enjoying it. At the same time, parents should try to stock the house with healthy foods, prepare nutritious packed lunches and avoid using sweets as rewards.

20 If parents suspect that their child is too fat, the first step is to check with the family doctor, who can consult a chart to see if the young person falls within acceptable limits.

Obesity cannot only be passed to children through genes, but also through habits and attitudes. There are many strategies that can be adopted by parents to improve eating and activity patterns in the home, but they must be prepared to practise healthy habits themselves and act as sensible role models.

Adapted from *The Times Educational Supplement*

1. Tick ( ✓ ) the correct title.

**(2 marks)**

- |                          |                               |
|--------------------------|-------------------------------|
| <input type="checkbox"/> | a. Youngsters and exercise    |
| <input type="checkbox"/> | b. Statistics and obesity     |
| <input type="checkbox"/> | c. Eat less and exercise more |
| <input type="checkbox"/> | d. Obesity is an illness      |

2. State whether these statements are TRUE (T), FALSE (F) or NO INFORMATION GIVEN (NIG) by inserting a tick ( ✓ ) in the appropriate box. (4 marks)

- a. A fat child will become a fat adult.
- b. Children have stopped eating sweets.
- c. Schools hold courses on healthy lifestyles.
- d. Obesity runs in the family.

T	F	NIG

3. Fill in with words from the passage. (2 marks)

Unless serious action is taken in 15 or 20 years time \_\_\_\_\_  
\_\_\_\_\_ will increase considerably.

4. Which word or words in the passage do the following refer to? (3 marks)

- a. "he" (line 1) refers to \_\_\_\_\_
- b. "their" (line 12) refers to \_\_\_\_\_
- c. "it" (line 17) refers to \_\_\_\_\_

5. List the different types of illnesses that obesity can lead to. (3 marks)

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

6. In the past the search for food kept human beings physically active but nowadays they use less energy because they: (4 marks)

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

7. In not more than 45 words of your own, say how parents can prevent obesity in their children. (7 marks)

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

---

---

---

---

---

**E. Literature. (20 marks)**  
**Answer every Section.**

**SECTION 1 – POETRY (10 marks)**  
**Answer either question (1) or question (2).**

**EITHER**

**1.** Read the poem carefully and answer the questions which follow.

***The Man Who Wasn't There***

Yesterday upon the stair  
I met a man who wasn't there;  
He wasn't there again today,  
I wish, I wish, he'd go away.

I've seen his shapeless shadow-coat  
Beneath the stairway, hanging about;  
And outside, muffled in a cloak  
The same colour as the dark;

I've seen him in black, black suit  
Shaking, under the broken light;  
I've seen him swim across the floor  
And disappear beneath the door;

And once, I almost heard his breath  
Behind me, running up the path:  
Inside, he leant against the wall,  
And turned ... and was no one at all.

Yesterday upon the stair  
I met a man who wasn't there;  
He wasn't there again today,  
I wish, I wish, he'd go away.

*Brian Lee*



Tick ( ✓ ) the best answer in questions (1) – (5).

1. The poem is spoken by (1 mark)

- ☐ a. some people.
- ☐ b. a child.
- ☐ c. a shadow.
- ☐ d. a breath.

2. The speaker of the poem is (1 mark)

- ☐ a. happy about what he has seen.
- ☐ b. afraid of an imaginary being.
- ☐ c. afraid of people who are dark-skinned.
- ☐ d. terrified of going out and meeting people.

3. The rhyme scheme of the first stanza is (1 mark)

- ☐ a. a b a b
- ☐ b. a b c d
- ☐ c. a a b b
- ☐ d. a b c b

4. In this poem, the speaker's fear is (1 mark)

- ☐ a. terrified.
- ☐ b. personified.
- ☐ c. horrified.
- ☐ d. mummified.

5. In the second stanza "shapeless shadow-coat" is an example of (2 marks)

- ☐ a. onomatopoeia.
- ☐ b. repetition.
- ☐ c. alliteration.
- ☐ d. investigation.

6. What does "muffled in a cloak" tell you about the person who is being described? (2 marks)

---



---

7. Who or what do you think was the "man who wasn't there"? (2 marks)

---



---

**OR**

2. Mention the title of a poem you have done in class this year and write 80 – 100 words about it.

Title of the poem: \_\_\_\_\_ (½ mark)

Name of the poet: \_\_\_\_\_ (½ mark)

The poem is about \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ (5 marks)

I like this poem because \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ (4 marks)

**SECTION 2 – PROSE**

**(10 marks)**

Write 80 - 100 words about one of the readers you have done with your teacher this year.

Title of the book: \_\_\_\_\_ (½ mark)

Name of the writer: \_\_\_\_\_ (½ mark)

The story is about \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ (5 marks)

I like this story because \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ (4 marks)

