

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. 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

DIRECTORATE FOR QUALITY AND STANDARDS IN EDUCATION  
 Department for Curriculum Management and eLearning  
 Educational Assessment Unit  
**Annual Examinations for Secondary Schools 2013**

**FORM 5**

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**TIME: 15 minutes**

You are going to listen to a talk about sleeping patterns around the world:

If you're drowsy on a workday afternoon, chances are you must force yourself to stay awake. But if you feel sleepy while you are in Spain, the tradition is to slip away for a siesta. The time when we sleep is as much cultural as biological – and practices differ greatly round the world. For instance, if you are sleepy during a meeting in parts of northern Kenya, no one would be surprised if you actually close your eyes.

In many societies this flexibility in sleeping patterns begins in childhood because children are with their parents all the time. For example, in Bali many spiritual rituals happen at night and continue into daybreak. Children and adults sleep as often as necessary and babies learn to fall asleep even if there is noise and music.

Whether we sleep together or apart is one of the biggest cultural differences between the West and other parts of the world. Some societies in New Guinea and Indonesia, for instance, sleep together for spiritual protection. They believe that you go off into the spirit world when you sleep but you are pulled back by the people who are with you. According to their belief, if you sleep alone you may not wake up.

Anthropologist Gilda Morelli of Boston College has compared the sleeping arrangements of parents in the western US with Mayan Indians in Guatemala. She found out that Mayan babies slept with their mothers all day and night, falling asleep on backs or laps, whereas US parents created a bedtime routine through bathing, lullabies and bedtime stories.

Jodi Mindell, a lecturer in psychology at St Joseph's University, Philadelphia, has led a project to study the sleeping patterns of around 30,000 children under three. Results show that 86 per cent of children in Asian countries sleep in their parents' room, whilst only 22 per cent of children in Western countries do so. Morelli's research confirms this: "In the communities I work in, children are part and parcel of the adult world. Only in Western societies is there the feeling that babies should sleep apart from their parents." In fact, in the UK and the US it was only by 1920 that it was actually desirable for babies to sleep alone. There are a number of possible explanations for this change. Homes with more than one bedroom have become common for ordinary people only in the last 200 years. However, sleeping with parents may be healthier for babies. In fact recent studies suggest that when parents and their children sleep together, babies regulate their breathing and temperature.

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**TIME: 15 minutes**

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

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

**1. State whether the following statements are True (T) or False (F).**

**4 marks [   ]**

- a) In Northern Kenya it is acceptable to close one's eyes during a meeting.
- b) In Bali spiritual rituals occur during the day.
- c) Some people in Indonesia sleep together for spiritual protection.
- d) Jodi Mindell is an anthropologist.


**2. Fill in with information from the passage.**

**4 marks [   ]**

- a) The percentage of children in Asia that sleep in their parents' room. \_\_\_\_\_
- b) The percentage of children in the West that sleep in their parents' room. \_\_\_\_\_
- c) The year by which it became desirable for babies in the West to sleep alone. \_\_\_\_\_
- d) Homes with more than one bedroom have become common for ordinary people in the last \_\_\_\_\_

**3. Underline the correct statement.**

**2 marks [   ]**

- a) Jodi Mindell studied the sleeping patterns of around:
  - i. 40,000 children under three in Asia.
  - ii. 40,000 children under three in Europe.
  - iii. 30,000 children under three in Asia and in the West.
  - iv. 30,000 children under three in North America.
- b) Having babies sleep in the same room with their parents is better because:
  - i. babies breathe better and they have the right body temperature.
  - ii. babies feel less cold and lonely.
  - iii. babies are happier and less noisy.
  - iv. babies do not have bad dreams and sleep better.

FORM 5

ENGLISH  
COMPREHENSION TEXT

5 Matt Smith, 28, the director of a student entertainment company in central London and Jamari, 7, aren't friends in the regular sense. Their unusual friendship started through their participation in Chance UK, a charity working with 5 to 11-year olds who have behavioural difficulties. At a time in their lives when these children are struggling – and often excluded from school – **it** matches them with adult mentors **who** can help them feel better about themselves. The mentor is a person they can trust and who spends two to four hours with them every week for a year.

10 Chance UK was set up in 1996 by Chief Superintendent Paul Mathias, who realised the need for it in his area of north London. The aim was to help children at risk, particularly boys who live in areas where there are many gangs. Now it runs programmes for more than 100 children across London and has schemes in Liverpool and Inverness. The mentor works on raising self-esteem by taking the child to parks and museums, and by doing anything the child is interested in. A recent study by Goldsmiths College in London found that children given such mentoring showed “a decrease in hyperactivity and inattention. Behaviour problems and peer pressure were reduced too”. **It** also found that these improvements remained in place long after the mentoring ended.

20 Matt and Jamari first met last December, when they discussed Jamari's interests and agreed to work together. Jamari was always angry and at school **he** was always in trouble and ran the risk of being expelled. At first his mother had doubts about the mentoring programme but agreed because she was desperate. Jamari attended informal sessions where it was explained that the mentor is someone independent of school, friends and family who is there just for you, to have fun with and to help with things you find difficult. The children and mentors are carefully matched, and the child has a say as much as possible.

25 This mentoring programme comes to an end after 12 months together. According to Chance UK's national development manager Rachel Waldron, the main reason for this is that they want to create independent not dependent children. It also helps that they have a graduation ceremony to mark the end of the mentoring. For some children this is the first 'positive ending' they will have experienced.

30 A few weeks into his meetings with Matt, Jamari's behaviour began to change. His mother realised that he seemed happier and his behaviour at school improved. He has also made a number of new friends. Jamari really looks forward to Matt's visits. His mother, after feeling for a long time that “there was no light at the end of the tunnel”, now feels that Chance UK has changed both Jamari's life and her own for the better.

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

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

MARKS			
Oral Assessment	Listening Compr.	Written Paper	Total

SECTION A – LANGUAGE

20 marks

- A. Fill in the blank spaces in the text below with a word formed from the one in brackets.  
The first one has been done for you. 5 marks [ ]

Do you think that you know everything related to (0) environmental (environment) matters? A very (1) \_\_\_\_\_ (inform) book has just arrived in the book shops. Did you know that the turtle is in danger of (2) \_\_\_\_\_ (extinct) in Greece? Did you know about the (3) \_\_\_\_\_ (shame) cutting down of the tropical rain forest in Malaysia? What about the (4) \_\_\_\_\_ (terminate) of environmental projects in some countries? The excuse is (5) \_\_\_\_\_ (poor) – there just isn't enough money to fund them anymore. Do you remember Chernobyl? (6) \_\_\_\_\_ (danger) levels of radiation are still found there and people are being paid high salaries to go back to the nuclear plant. This very (7) \_\_\_\_\_ (fact) book also provides a lot of information to raise (8) \_\_\_\_\_ (aware) about the (9) \_\_\_\_\_ (necessary) of protecting our planet. If you never cared before, this book will (10) \_\_\_\_\_ (doubt) persuade you to start caring about the environment.

**B. Rewrite each sentence so that the meaning remains the same. Start with the words in bold. The first one has been worked out for you. 5 marks**

0. Even though he was tired, he stayed up to watch the film.  
Despite **being tired, he stayed up to watch the film.**

1. One of my friends has moved to New York.

A friend \_\_\_\_\_.

2. Where did bungee jumping begin?

Can you tell \_\_\_\_\_.

3. We had a great time at the pop concert and can't wait for the next one.

We had such \_\_\_\_\_.

4. It's a pity Amanda didn't come camping with us.

I wish \_\_\_\_\_.

5. "We are still looking for him," said James.

James said \_\_\_\_\_.

**C. Fill in the blank spaces with the correct form of the verb in brackets. The first one has been done for you. 5 marks [ ]**

Dear Sir,

During my last visit to London I (0) spent (spend) a week in one of your hotels. I  
(1) \_\_\_\_\_ (write) to complain about the treatment I  
(2) \_\_\_\_\_ (receive) during my stay. On arrival I was rather disappointed  
(3) \_\_\_\_\_ (learn) that my room (4) \_\_\_\_\_ (give) to  
another person, despite the fact that I (5) \_\_\_\_\_ (reserve) and  
(6) \_\_\_\_\_ (pay) for the room in advance. Although I was offered another room,  
it was situated on the top floor and had neither a television set nor a telephone. Moreover, despite  
the fact that I (7) \_\_\_\_\_ (complain) on several occasions, I have yet to receive  
payment for the cost of these services. Consequently, I (8) \_\_\_\_\_ (decide) to put my  
complaint in writing. Should my complaint be ignored I (9) \_\_\_\_\_ (force) to take  
further action against your hotel.

I look forward to (10) \_\_\_\_\_ (hear) from you soon.

Yours faithfully,

*Rebecca Jones*

**D. Fill in the blank spaces with ONE suitable word. The first one has been done for you. 5 marks**

When the day (0) of the exam comes, give yourself (1) \_\_\_\_\_ of time to do everything. Arrive on time, but not (2) \_\_\_\_\_ early. Settle yourself down. Read the exam questions carefully and underline (3) \_\_\_\_\_ of the key instruction words that (4) \_\_\_\_\_ how the question should be (5) \_\_\_\_\_. If possible, start with the ones you (6) \_\_\_\_\_ do easily to give you confidence. Plan your use of time. Don't panic (7) \_\_\_\_\_ everyone around you seems to start writing furiously straight away and don't be tempted to (8) \_\_\_\_\_ their example. Finally, after the exam don't join in a discussion about (9) \_\_\_\_\_ everyone else did as this might make you (10) \_\_\_\_\_ confidence for the next exam.

## SECTION B – COMPREHENSION

**30 marks**

**Read the comprehension passage carefully, which is on a separate sheet, and then answer the questions below.**

1. Underline the most appropriate title for this passage: **1 mark [    ]**
  - a) Behaviour problems
  - b) You've got a friend
  - c) Helping problematic teens
  - d) Charities in Britain
  
2. Say whether each of the following statements is **TRUE (T)** or **FALSE (F)**. Give **ONE** reason for each answer. **4 marks [    ]**
  - a) Chance UK helps adults find new jobs. \_\_\_\_\_  
Reason: \_\_\_\_\_
  
  - b) The mentor spends one day a week with his client. \_\_\_\_\_  
Reason: \_\_\_\_\_
  
  - c) Chance UK is currently helping more than 100 children. \_\_\_\_\_  
Reason: \_\_\_\_\_
  
  - d) Jamari's mother always loved the idea of the mentoring programme. \_\_\_\_\_  
Reason: \_\_\_\_\_



3. What is Matt's real job?

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4. Fill in the gap with a suitable word from the passage:

1 mark [   ]

Matt is Jamari's \_\_\_\_\_ .

5. a) When was Chance UK set up?

1 mark [   ]

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b) What is the aim of this charity?

1 mark [   ]

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6. What part does the mentor play in this particular programme?

2 marks [   ]

a) \_\_\_\_\_

b) \_\_\_\_\_

7. According to a study by Goldsmiths College in London, how does this type of mentoring help these children?

2 marks [   ]

a) \_\_\_\_\_

b) \_\_\_\_\_

8. How was the role of the mentor described to Jamari during the informal sessions?

2 marks [   ]

a) \_\_\_\_\_

b) \_\_\_\_\_

9. a) How long does this mentoring programme last?

1 mark [   ]

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b) According to Rachel Waldron what is the main reason for this?

1 mark [   ]

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10. Why is the graduation ceremony so important for the person who has been mentored?  
1 mark

\_\_\_\_\_

11. What do the following words refer to in the passage? 2 marks [ ]

a) it (line 5) \_\_\_\_\_

b) who (line 5) \_\_\_\_\_

c) it (line 15) \_\_\_\_\_

d) he (line 18) \_\_\_\_\_

12. From line 17 to line 28 find **one word or phrase** with a similar meaning to: 4 marks [ ]

a) talked about \_\_\_\_\_ b) thrown out of school \_\_\_\_\_

c) finishes \_\_\_\_\_ d) aim \_\_\_\_\_

13. a) Describe Jamari's attitude and problems at home and at school before meeting Matt. 3 marks [ ]

i. \_\_\_\_\_

ii. \_\_\_\_\_

iii. \_\_\_\_\_

- b) Describe Jamari's behaviour after his meetings with Matt. 3 marks [ ]

i. \_\_\_\_\_

ii. \_\_\_\_\_

iii. \_\_\_\_\_

**Write between 180 and 200 words on ONE of the following:**

- Composition title no:** \_\_\_\_\_

[illegible]

