

# JUNIOR LYCEUM ANNUAL EXAMINATIONS 2010

Directorate for Quality and Standards in Education  
Educational Assessment Unit

**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 - Candidates read questions
- b. 3 minutes - First reading aloud of passage while candidates take notes
- c. 3 minutes - Candidates answer questions
- d. 3 minutes - Second reading of passage and possibility for candidates to answer questions
- e. 3 minutes - Final revision

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## **ENGLISH LISTENING COMPREHENSION**

**Time: 15 minutes**

### **PROBLEMS OF THE SILVER SCREEN**

Spending hours a day sitting inert rather than running about does not make children fit. Research increasingly homes in on screen-watching as a significant factor in child obesity, even more significant than diet and amount of physical activity. In fact, watching TV appears to generate more flab than other sedentary activities, such as reading.

A study conducted in New Zealand tracked the television viewing habits and health of 1,000 children over a 26-year span. It found that children who watched more than two hours of television a day between the ages of 5 and 15 developed significant health risks many years later. The study concluded that 15 per cent of cases of raised blood cholesterol, 17 per cent of obesity, and 15 per cent of reduced cardiovascular fitness were linked to the television viewing that took place years before when the adults were children.

But how does TV actually fatten us up? Researchers at Harvard reported that apart from replacing physical activity, TV slows our metabolism and burns fewer calories compared with other sedentary activities such as sewing, reading, writing or driving a car.

Watching television also makes us eat more, even if we are not hungry. A US study found that this is not just because of all those tempting food advertisements. One of the reasons is that our brain is monitoring the TV screen rather than internal food cues which tell us that we have eaten enough.

Moreover, watching an hour of television a day is strongly linked with sleeping problems years later. Doctors at the University of Bristol are finding a clear relationship between shorter sleep times and obesity in children.

Fortunately, a study at Stanford University offers good news. They studied the effects of screen-watching on the weight of 70 children aged four to seven. The children were divided into two groups: one had its TV viewing reduced by half; the other did not. After two years, there was a significant reduction in the body mass index of only those children who had halved their screen-viewing.

The study concludes: "Firstly, putting a television in a child's bedroom might increase the risk of obesity more than televisions in other rooms. Secondly, reducing television viewing may have an important role in preventing obesity. Controlling children's diet is clearly not enough. Parents should be made aware of the danger and teachers should discuss the health issue of screen time in class."

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FORM 5

## ENGLISH LISTENING COMPREHENSION

Time: 15 minutes

Name: \_\_\_\_\_ Index No: \_\_\_\_\_ Class: \_\_\_\_\_

### 1. Are the following TRUE (T) or FALSE (F)?

- a. \_\_\_\_\_ Reading and watching television contribute equally towards gaining weight.
- b. \_\_\_\_\_ The New Zealand study checked the television habits of 26-year olds.
- c. \_\_\_\_\_ A study in New Zealand found that almost half the children suffered from obesity.
- d. \_\_\_\_\_ When we watch television our metabolism slows down and burns fewer calories.
- e. \_\_\_\_\_ Sewing, reading and writing burn fewer calories than watching TV.
- f. \_\_\_\_\_ The sole blame for children eating more in front of the TV is food adverts.
- g. \_\_\_\_\_ While watching TV our brain fails to indicate to us that we have eaten enough.
- h. \_\_\_\_\_ Shorter sleep times and obesity in children clearly have a direct link.
- i. \_\_\_\_\_ Body mass index was reduced in all the children participating in the Stanford study.
- j. \_\_\_\_\_ A television in a sitting room rather than a bedroom is better to help prevent obesity.

5m [     ]

### 2. Tick (✓) the 3 medical problems associated with long hours of watching television.

- |   |                                      |
|---|--------------------------------------|
| _____ increased blood cholesterol levels  | _____ brain disease                  |
| _____ eating disorders                    | _____ obesity                        |
| _____ reduction in body mass index        | _____ reduced cardiovascular fitness |
| _____ abnormalities in metabolic hormones | _____ oversleeping                   |

3m [     ]

### 3. From the passage you have heard, list 4 suggestions which help towards controlling obesity.

- i. \_\_\_\_\_
- ii. \_\_\_\_\_
- iii. \_\_\_\_\_
- iv. \_\_\_\_\_

2m [     ]

# JUNIOR LYCEUM ANNUAL EXAMINATIONS 2010

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FORM 5

ENGLISH LANGUAGE

Time: 2 hours

Name: \_\_\_\_\_ Index No: \_\_\_\_\_ Class: \_\_\_\_\_

Oral Assessment	Listening	Written Paper	TOTAL

- A. Fill in the blanks with a word formed or derived from those underlined. The first one (0) has been done for you.

I know some Swedish girls who speak English (0) <u>beauty</u> . I have always wondered how the Swedish manage to learn languages so (1) <u>succeed</u> . They don't seem to be under any (2) <u>press</u> at all. The Swedish, like the Dutch, often speak English (3) <u>well</u> than some native speakers. It is, of course, (4) <u>practice</u> for all of us to go to an English-speaking country. If you want to be able to speak English fluently with a (5) <u>reason</u> accent, you should listen to tapes as (6) <u>frequent</u> as possible. However, if you get the (7) <u>opportune</u> to go somewhere where English is spoken, you should go, but (8) <u>doubt</u> you should also study the rules of English carefully if you want to improve your spoken (9) <u>perform</u> . Remember that there are no magic (10) <u>solve</u> but you have simply to work hard at the new language.	0. beautifully 1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____ 7. _____ 8. _____ 9. _____ 10. _____
--	---

5 marks

- B. Rewrite the following sentences in such a way that they have the same meaning as the one written before it.

e.g. I haven't been to the cinema for ages.

It's ages since I've been to the cinema.

1. Please see that you send all those e-mails.

Please don't \_\_\_\_\_

2. If I were you, I would go to a doctor as soon as possible.

I advise \_\_\_\_\_

3. "I won't be able to meet them there," said Ivan.

Ivan said \_\_\_\_\_

4. How about going to the cinema tonight?

Would \_\_\_\_\_

5. The job received over a hundred applications.

Over a hundred people \_\_\_\_\_ the job.

5 marks

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

An adult male chimpanzee living in the wild generally (0) stays (stay) close to where it (1) \_\_\_\_\_ (born) or where its mother (2) \_\_\_\_\_ (teach) it to find food when still a baby. This is one of the findings of a study being carried out in Tanzania by researchers who (3) \_\_\_\_\_ (study) the life of chimps over the last decade. Previously they (4) \_\_\_\_\_ (think) that male chimps would be more inclined (5) \_\_\_\_\_ (roam) in search of water. However, this interesting study in Tanzania (6) \_\_\_\_\_ (recently / find) that the search for food certainly (7) \_\_\_\_\_ (appear) to be the greater instinct. "We (8) \_\_\_\_\_ (notice) that, like the female counterparts, a male chimpanzee (9) \_\_\_\_\_ (have) distinct core areas in which they forage for food, just like females," said one of the authors of the study. "More studies (10) \_\_\_\_\_ (carry out) over the next few years in order to discover more about the feeding habits of chimps."

5 marks

**D. Fill in the numbered blanks with ONE word.**

Are you thinking of going for a holiday any time soon? Do you think it is better to go on a (1) \_\_\_\_\_ holiday with a group, or do you prefer to travel on your own? I suppose the answer (2) \_\_\_\_\_ on what kind of tourist you are. Certainly, a complicated tour organised by a travel (3) \_\_\_\_\_ has some advantages. You have an itinerary, which gives you definite (4) \_\_\_\_\_ and arrival dates to and from your various (5) \_\_\_\_\_. And, of course, you do not have to worry at all about (6) \_\_\_\_\_ because hotels have been booked in advance – and even better, you spend much (7) \_\_\_\_\_ because you form part of a large group. If you try to make a (8) \_\_\_\_\_ for a room in a hotel yourself, you might have trouble finding a vacancy. Tours usually include organised (9) \_\_\_\_\_ and visits to museums, though some of these are (10) \_\_\_\_\_. Whichever type of holiday you choose, we're sure you'll have a good time.

5 marks

## E. COMPREHENSION

### How to survive a disaster

- A When a plane crashes or the earth shakes, we tend to view the survivors as the lucky ones. If they been in the next seat or the apartment across the street, they would have perished. We marvel at the whimsy of the devastation.
- B But survival is not just a product of luck. We can do far more than we think to improve our odds of preventing and surviving even the most horrendous catastrophes. It's a matter of preparation – bolting down your water heater before an earthquake or actually reading the in-flight safety card before takeoff – but also of mental conditioning. Each of us has a "disaster personality", a state of being that takes over in a crisis. It is at the core of who we are. The fact is, we can refine that personality. We can teach our brains to work more quickly, maybe even more wisely.
- C Humans are programmed with basic survival skills. When frightened, we get a shot of performance-enhancing hormones, and the blood pumps to our limbs to help us outrun whatever enemy we face. But in modern times, we're hardly aware of such natural skills, and most of us do little to understand or develop them.
- D We have become, for example, far better at judging threats before catastrophe strikes. We have technological advantages that our ancestors lacked. We know where disasters are likely to occur. And yet we flirt shamelessly with risk, as if nature will be cowed by our audacity and let us be. And we rely on a sprawling network of faraway suppliers for necessities like warmth and food. If the power cuts off, many of us still don't know where the stairs are in our skyscrapers, and we would have trouble surviving for a week without a supermarket.
- E Yet the knowledge is out there. Risk experts understand how we could overcome our blind spots and more intelligently hedge our bets. There are scientists who study what happens to bodies and minds under extreme stress. Military researchers conduct elaborate experiments to try to predict who will melt down in a crisis and who will thrive. Police, soldiers, race-car drivers and helicopter pilots train to anticipate the strange behaviour they will encounter at the worst of times. People can learn from that knowledge, since, after all, we will be the first on the scene of any disaster.
- F When disaster strikes, a troubling human response can inflate the death toll: people freeze up. They shut down, becoming suddenly limp and still. That's what happened to some people on September 28, 1994, when the *M.V. Estonia* went down in the Baltic Sea, the worst sea disaster in modern European history.
- G As one survivor made his way into the corridor, he noticed something strange about some of the other passengers. "Some people didn't seem to realize what had happened. They were just sitting there," he says. "Not just one or two people, but entire groups seemed to be immobilised. They were conscious, but they were not reacting."
- H Contrary to popular expectations, this is what happens in many disasters. Crowds generally become quiet and docile. Panic is rare. The bigger problem is that people do too little, too slowly. They sometimes shut down completely, falling into a stupor.
- I Firefighters and police trainers have similar stories of seeing people freeze under extreme stress. Animals go into the same state when they are trapped, evolutionary psychologist Gordon Gallup Jr. has found. Playing dead can discourage predators from attacking. In the case of the *Estonia* and other disasters, the freezing response may have been a natural and horrific mistake. Our brains search, under extreme stress, for an appropriate survival response and sometimes choose the wrong one, like deer that freeze in the headlights of a car.



- J** But the more encouraging point is that the brain is plastic. It can be trained to respond appropriately. Less fear makes paralysis less likely. If we can reduce our own fear even a bit, we might be able to do better.
- K** Fire drills, particularly if they are unexpected, can dramatically reduce fear. Just knowing where the stairs are gives your brain an advantage. Likewise, research into plane crashes has found that people who read the safety briefing cards are more likely to survive. These rituals that we consider an utter waste of time actually give our brains blueprints in the unlikely event that we need them.
- L** We can also help each other do better. A loud sound will cause animals to snap out of their stupor. Many flight attendants are now trained to scream at passengers in burning planes, "Get out! Get out! Go!" People respond well to leadership in a disaster, and then they can do remarkable things.
- M** Of course, no one can promise a plan of escape. But that doesn't mean we should live in wilful ignorance. As Hunter S. Thompson said, "Call on God, but row away from the rocks."

**Answer the following questions.**

1. Mark the following as **TRUE** or **FALSE** by writing either **T** or **F** in the brackets next to each statement. Quote a sentence, or part of a sentence, to prove whether each statement is True or False. 6 m [     ]

- a. We all have a 'disaster personality' that cannot be modified. (     )

Quotation: \_\_\_\_\_  
 \_\_\_\_\_

- b. Unfortunately, human beings are not equipped with natural survival skills. (     )

Quotation: \_\_\_\_\_  
 \_\_\_\_\_

- c. We are far better equipped than our predecessors to deal with disasters. (     )

Quotation: \_\_\_\_\_  
 \_\_\_\_\_

- d. People can be trained to anticipate the odd behaviour that they might meet in a crisis. (     )

Quotation: \_\_\_\_\_  
 \_\_\_\_\_

- e. Nobody from the *Estonia* was saved from the sinking. (     )

Quotation: \_\_\_\_\_  
 \_\_\_\_\_

- f. During a disaster everybody should think only about saving himself. (     )

Quotation: \_\_\_\_\_  
 \_\_\_\_\_

2. Why shouldn't we assume that survivors of disasters like plane crashes and earthquakes are just lucky? 2 m [     ]  
\_\_\_\_\_  
\_\_\_\_\_
3. How does our body activate our basic survival skills? 1 m [     ]  
\_\_\_\_\_  
\_\_\_\_\_
4. Explain this sentence from paragraph D: "And yet we flirt shamelessly with risk, as if nature will be cowed by our audacity and let us be." 2 m [     ]  
\_\_\_\_\_  
\_\_\_\_\_
5. Where does the knowledge about improving our chances of survival in a catastrophe come from? 2 m [     ]
  - i. \_\_\_\_\_
  - ii. \_\_\_\_\_
  - iii. \_\_\_\_\_
  - iv. \_\_\_\_\_
6. Mention two ways crowds react in a disaster. 2 m [     ]
  - i. \_\_\_\_\_
  - ii. \_\_\_\_\_
7. Give a reason why the *Estonia* passengers reacted the way they did. 1 m [     ]  
\_\_\_\_\_  
\_\_\_\_\_
8. How can our brain help us survive a catastrophe? 1 m [     ]  
\_\_\_\_\_  
\_\_\_\_\_
9. Explain the quote from Hunter S. Thompson in the last sentence of the article. 2 m [     ]  
\_\_\_\_\_  
\_\_\_\_\_



- 3 m [ ]

- 6 m [ ]

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