

JUNIOR LYCEUM ANNUAL EXAMINATIONS 2002

Educational Assessment Unit – Education Division

FORM 3

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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ENGLISH
LISTENING COMPREHENSION

TIME: 15 minutes

Machine Translation

Once upon a time, according to a much-told story, a computer was given the task of translating the word ‘traffic jam’ into French and then back into English. The machine buzzed, clicked, blinked its lights and eventually came up with the translation ‘car-flavoured marmalade’ on the monitor screen.

Machine translation has come a long way since then. Computer translation systems are now in operation in many parts of the world. Not surprisingly, organisations like the United Nations and the European Community make extensive use of these machine translators. With so many official languages, translating documents, letters and other printed matter as well as interpreting take up more than fifty per cent of the budget devoted to administration.

Although the efficiency of machine translation is improving rapidly, there is no question of human translators being made redundant. On the contrary, humans and machines work together in harmony. Today’s computers are of little value in translating works of literature, where very sensitive use of language is vital, or in translating dialogue, which tends to be ungrammatical, or in translating important texts, where absolute accuracy is essential. But for routine technical reports, documents used in discussions, called working papers, and the like, which take up so much of the translation workload of international organisations, computers are likely to play an increasing role. The method of operation will probably be for the machine to make a rough version, which the translator will then edit, correcting obvious errors, and where necessary referring back to the original.

If machines can translate languages, could they also possibly teach languages? Definitely, say enthusiasts, although they doubt that the teacher could ever be totally replaced by a machine in the classroom. Good old teachers know best!

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LISTENING COMPREHENSION

TIME: 15 minutes

Name: _____

Class: _____

Put a tick (✓) in the brackets in front of the correct answer.

1. Machine translators **(1 mark)**
 a. can be used to translate all important documents.
 b. are still not very common nowadays.
 c. have become much better since the first model.
 d. are cheap to buy and easy to operate.

2. In some international organisations **(1 mark)**
 a. everything is translated and interpreted by machine.
 b. about half the money for administration is spent on translation.
 c. there is a budget of fifty per cent for translation and interpreting.
 d. machine translation is considered completely useless.

3. Machine translators **(1 mark)**
 a. have replaced human translators and interpreters.
 b. have taken over the translation business.
 c. have become extremely sophisticated and perfect.
 d. can never replace the human translator completely.

Write if the following sentences are TRUE (T) or FALSE (F) according to the text.
(3 marks)

4. _____ The computer which was set to translate ‘traffic jam’ did it perfectly.
5. _____ There has been little progress in the development of machine translators.
6. _____ Machine translation is excellent for translating literary works.
7. _____ Human translators do not want to accept machine translators.
8. _____ Machines translate dialogue poorly because of the faulty grammar used.
9. _____ International organisations use machines for translations.

Match column A with column B by putting the correct number in the space provided.
(4 marks)

A	B
10. Machine translators	___ need not be alarmed because they will never lose their jobs.
11. Technical reports and working papers	___ will edit, correct mistakes, and check original documents when there are any doubts.
12. Classroom teachers	___ are used by international organisations to reduce the huge amount of translation required.
13. Human translators	___ are used by international organisations when they are holding discussions.

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FORM 3

ENGLISH

TIME: 2 hours

Name: _____

Class: _____

A. Fill in the blanks with one of the quantifiers in the box. Every quantifier can only be used once. The first one has been done for you. (5 marks)

both	neither	lots of	each	some	little
several	plenty of	every	any	all	

As a birthday present my parents gave me the first two books in the Harry Potter series. I read (0) both books in less than a fortnight. I made up my mind to read (1) _____ the books in the series. (2) _____ my father nor my mother could believe their ears when I asked them for (3) _____ money to buy the other two books. They quickly gave me the money and off I went to Valletta to buy them. I visited (4) _____ bookshop there, but (5) _____ of the two books I wanted was sold out! There were (6) _____ other books in the shops but I was not interested in (7) _____ of them. Then one of the salesmen suggested I should visit a particular bookshop. It was (8) _____ known in the city, but it was there that I found what I was looking for. On my way home I read (9) _____ chapters of one of the books. I had read (10) _____ other books but I was hooked on the Harry Potter series.

B. Fill in the blanks with the correct tense of the verb in brackets. The first one has been done for you. (10 marks)

It (0) was (BE) early evening and Helen (1) _____ (LIE) on the floor watching *Snow White* on video, when the doorbell (2) _____ (RING).

“Could you see who it (3) _____ (BE)?” Mum shouted.

Helen stopped the video and ran to the door. Her brother, John, (4) _____ (WAIT) outside.

“Where (5) _____ (BE)?” asked his sister.

“Football,” he muttered.

In fact he (6)_____ (GO) with his friend to see one of their classmates who (7)_____ (BE) in hospital but he (8)_____ (NOT / WANT) to tell his young sister about it. “Dinner is ready. (9)_____ (NOT / TAKE) too long to come in to dinner, both of you,” Mum (10)_____ (ORDER).

C. Comprehension. (25 marks)
Read the following passage carefully and then answer the questions below. Use your own words wherever possible.

I decided to become an Egyptologist when I was eight, my interest in an ancient civilisation winning out over dreams of intergalactic travel. Although my parents never tried to **dissuade** me from so unlikely a career, one aunt regularly pointed out that an interest in ancient Egypt couldn't possibly lead to a decent job. My friends, on the other hand, agreed that cutting open mummies and searching gold-filled tombs were worthy goals.

Not long after I graduated in Egyptology from Yale, the Oriental Institute at the University of Chicago made me director of its field headquarters in Luxor, the modern town built atop ancient Thebes. Surrounded by so many tombs and temples, I had a wonderful opportunity to delve into the archaeology of the New Kingdom – Egypt's golden imperial age.

My work led me to look for obscure monuments but I often couldn't find **them**. The antiquities inspectors I questioned couldn't help me with any useful information because they didn't know the whereabouts of these monuments.

Of the tombs crowding the Theban necropolis*, few had been mapped by the early 1970s. It was easy to see why: in a four-square-mile strip between the desert mountains and the Nile floodplain lie thousands of tombs, temples, shrines, palaces and villages - more than in any other part of Egypt, probably more than anywhere else in the world. In some places the tombs are so close together you can crawl from one into another, moving hundreds of feet underground before returning to the surface. In the Valley of the Kings alone, more than half of the tombs are still largely unexcavated – and the burial places of several New Kingdom pharaohs have yet to be found.

The need for a comprehensive map of Thebes struck me as urgent, and I decided to do something about it. Mapping the Theban necropolis entirely from the ground would take my team decades. Aerial photographs would save time. In 1982 we made the first ever hot-air balloon flight over Thebes. Never before had I seen anything more beautiful than the necropolis at sunrise from a thousand feet in the air. The bright, early morning light slanted across the landscape, and we photographed Thebes from angles rarely seen before. Though our flight lasted only an hour we shot more than 20 rolls of film.

We could hear every sound on the ground. Dogs barked **incessantly** as the noise of our burner disturbed their sleep. Villagers **emerged** from their homes as we floated overhead, looking up in amazement, saying over and over, “My God! God is great! My God!”

As we landed, a blue pickup sped towards the site. The local police chief got out and walked toward us. In our excitement we had failed to inform **him** of our flight. “Why didn't you tell me what you were doing?” he demanded angrily. “Hussein the schoolteacher thought you came to invade Egypt. He wanted to shoot you down, and I had to confiscate his gun. This is

35 very bad.”

“We are very sorry sir,” I said. “I assure you we did not mean to ignore you. You are the most senior official in the village, and your co-operation is very important to our project. Would you like to come up in the balloon tomorrow? We could show you our work.”

40 The police chief smiled. “That would be very nice. Yes, I will meet you at sunrise. And do not worry about the schoolteacher. I told him that you were not the enemies of Egypt.”

* ancient burial ground

1. State whether the following statements are TRUE (T) or FALSE (F). **(5 marks)**

- a. The author decided on the choice of a career when he was a teenager. _____
- b. The author found maps of all the tombs at Thebes. _____
- c. Many pharaohs were buried in the Valley of the Kings. _____
- d. Photographs of Thebes were taken from a low-flying plane. _____
- e. The author and his team shot 20 aerial photographs. _____

2. How did the author’s parents, aunt and friends try to influence the author’s choice of career? **(3 marks)**

Parents: _____

Aunt: _____

Friends: _____

3. Why was it difficult to find some of the more obscure monuments? **(2 marks)**

4. Why was the Theban necropolis of particular interest to the author? **(2 marks)**

5. Why wasn't it practical to map the Theban necropolis from the ground? **(2 marks)**

6. How did the author propose to solve the problem of mapping the Theban necropolis? **(2 marks)**

7. Describe how each of the following reacted when they saw the hot-air balloon. **(2 marks)**

a. The villagers: _____

b. Hussein, the school teacher: _____

8. Why do you think the author invited the chief of police to go up in the balloon? **(2 marks)**

9. Give the meaning of the following words as used in the passage. **(3 marks)**

a. dissuade (line 2) _____

b. incessantly (line 28) _____

c. emerged (line 29) _____

10. What do the following words refer to in the passage? **(2 marks)**

a. them (line 10) _____

b. him (line 32) _____

D. Literature.

(20 marks)

Answer every section.

SECTION 1 – POETRY

Choose ONE of the poems you have done in class this year and answer the following questions about it.

1. What is the title of the poem and who is the poet?

Poem: _____ **(½ mark)**

Poet: _____ **(½ mark)**

2. What is the poem about? **(3 marks)**

3. If a friend asks you about the poem, what would you tell him, to encourage him to read it? Say why you like or dislike the poem by referring to any particular aspects of the poem. **(3 marks)**

SECTION 2 – DRAMA

Choose either “*The Three Caskets*” or “*A Lamentable Comedy*” or any other play you have covered in class this year. Answer the following questions about it.

1. Narrate a particular scene which you found interesting. **(3 marks)**

2. Which character do you consider to be the most important? Why? **(3 marks)**

SECTION 3 – PROSE

Choose ONE of the books you read with your teacher in class this year and then answer the following questions about it:

1. What is the title of the book and who is the author?

Title of book: _____ **(½ mark)**

Author: _____ **(½ mark)**

2. Narrate an episode from the story which has impressed you. **(3 marks)**

3. Which character or characters play(s) the most important part in the story? Why? **(3 marks)**

E. Composition. **(30 marks)**

Write a composition of about 300 words on ONE of the following:

1. Describe a place that has left a lasting impression upon you.
2. Paul is fourteen years old. He has been invited to spend a few days at his friend's house. His mother doesn't agree that he should go over. Write a dialogue in which Paul manages to convince his mother that he should accept the invitation.
3. The day the car broke down.

