



**Royal Commission for Jubail and Yanbu**  
**Jubail University College**  
**Department of English Language**

FX-ACA-002  
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**Exam Type: Mock Exam      Semester:**

<b>Course Code</b>	ENGL001	<b>Course Title</b>	Listening and Speaking 1
<b>Exam Date</b>		<b>Exam duration</b>	2 hours
<b>Exam Session</b>		<b>Version</b>	

Students are requested to comply strictly with all JUC examination rules and regulations.  
 Other instructions: Dictionaries in paper or electronic form are not allowed.

<b>PART I</b>	<b>TO BE FILLED IN BY THE STUDENT</b>		
Student's Name		Student ID number	
Seat No.		Course Section	

**TO BE FILLED IN BY THE CONCERNED DEPARTMENT**

<b>PART II</b>		<b>1<sup>st</sup> Marker</b>		<b>2<sup>nd</sup> Marker</b>	
<b>Question No.</b>	<b>Max Marks</b>	<b>Actual Marks</b>	<b>Comments/ Remarks</b>	<b>Actual Marks</b>	<b>Comments/ Remarks</b>
<b>Section 1</b>		<b>Written Answers - write answers on this exam paper</b>			
a ~ b	5				
c ~ g	5				
<b>Section 2</b>		<b>Multiple Choice Answers - write all answers on the multiple choice answer sheet</b>			
1 ~ 24	24				
25 ~ 44	20				
45 ~ 60	16				
<b>Total</b>	<b>70</b>				
		<b>Name:</b>		<b>Name:</b>	
		<b>Signature:</b>		<b>Signature:</b>	

## Listening Section 1 - Written Answers

### Part 1 - Critical Thinking (What do you think?)

(5 total marks)

Listen to the news and then **write short answers** on the lines below the questions.  
(questions a & b)

a	<i>Do you think everyone (the poor included) must have an access to the internet?</i>	(3 marks)

b	<i>Do you think life was <b>better or worse</b> before the internet age?</i>	
	Give examples and reasons to explain your answer.	(2 marks)

### Part 2 - Spelling

(5 marks)

Listen to the recording and **write the words** correctly on the lines below. (questions c ~ g)

c	Note: Each word to be spelled is used in a sentence.
d	
e	
f	
g	

## Script for Critical Thinking: What Do you Think?

### Script\_ News

When you hear the term 'information society', you might guess that people are talking about the internet and the level of access people have to information. And that's quite close. An 'information society' has information and communication at its heart, where once it might have had industrial development, or agriculture.

According to the United Nations it's important to understand the 'information society' because it affects the way we live, how we learn and work and how we relate to each other.

The term is used in the news because the ability to get information, whether you get it from a computer, a telephone, or your radio, throws up a number of interesting issues.

When the internet or telecommunications are in the news, you'll hear stories about who controls access to networks, how they're being developed and how much they cost.

The 'information society' also has implications for countries where there are fewer political freedoms. How is access to information controlled? And how does this affect economic and political development?

You might also hear of 'the digital divide'. What do you think is the best way to bridge the gap between those who have access to new technology and those who don't?

Source: <http://http-ws.bbc.co.uk.edgesuite.net>

## Listening Section 2 - Multiple Choice Answers

All answers must be marked on the **multiple choice answer sheet**.

### Part 3 - Listening Comprehension

Listen to the recordings, which will each be played twice.

You will be given some time before each recording to read the questions.

You will also be given some time after each recording to mark your answers.

All answers must be marked on the multiple choice answer sheet by the end of the exam. No extra time will be allowed.

#### Listening 1 - Listening to a Lecture

(questions 1 ~ 7)

Listen to the lecture and then choose the best answer to each question, or to complete the sentence in each question.

1 What is the **main idea** of the lecture?

A Mistakes in English

C Spoken and Written English

B Grammar and Vocabulary

2 Which three categories are mentioned in the lecture?

A Pronunciation, spelling, and grammar

C Medium of communication, vocabulary, & grammar

B Intonation, vocabulary, and mistakes

3 What can you use to convey mood in written English?

A stress

C intonation

B punctuation

4 Which of these is used in formal written English?

A slang

C stress

B pronouns

5 Which sentence is **TRUE** ?

A People often notice mistakes in spoken English.

C People often make mistakes in spoken English.

B People often don't notice mistakes in written English.

6 Which of the following is **NOT TRUE** about the lecture?

A It's ok to use slang or contractions in short e-mails to your friends.

C There is more frequent use of pronouns in spoken English.

B It's ok to use incomplete sentences in busi-

**Lecture Script: Listening 1**  
**Source: Interactions –Listening 002 Teacher's Manual– Chapter 7**

My topic for today's lecture is differences between spoken and written English. And I am going to group these differences under three main categories. These categories are: the medium of communication, grammar, and vocabulary.

So first of all, quite obviously, the main difference between written and spoken English is the medium of communication. Speaking and writing are two different ways of transmitting meanings. In spoken language, we can use stress and intonation to add meaning to our words. What about written language? Well, in writing you have to use punctuation—a question mark instead of a questioning intonation, for example. Or you can add words that convey mood, such as certainty. For example, in speech you might say it isn't true! But you might write it is certainly not true!, using an exclamation mark for emphasis.

The second category is vocabulary. If you are writing a note or a short e-mail to your friend, then you might use some slang expressions or contractions. But in more formal written English, you should avoid slang and contractions such as isn't or doesn't. There is more frequent use of pronouns in spoken English. When you are speaking to someone, it is often quite clear from the surrounding context what you mean when you say it's fine. But when you're writing, you need to be more specific and say if it means the weather, your work, the food... or something completely different.

The third category is grammar. In spoken English, people often use incomplete sentences. They stop and start and interrupt each other, and leave sentences unfinished. You might find mistakes in verb agreement. For example, because people change their mind in the middle of a sentence. In written English such as business letters or academic essays. You have to use complete sentences, and mistakes in grammar are much more noticeable—so you have to be more careful!

## Listening 2 - Listening to a Lecture

(questions 7 ~ 12)

Listen to the lecture and then choose the best answer to each question, or to complete the sentence in each question.

7 What is the **main topic** of the lecture?

A Theories about life on Mars

C Reasons for Exploring Space

B Exploration of Mars

8 According to the lecture, which of these is a **fact**?

A People want to travel to other planets.

C People want to know if there is no life elsewhere.

B People want to know if there is life else-

9 Which of these was **true** in the 19th century?

A They thought there was water on Mars.

C They found evidence of life on Mars.

B They found evidence of water on Mars.

10 Which of these is **true** about the meteorite from Mars?

A There was evidence of life.

C There was disagreement about the evidence of life.

B There was no evidence of life.

11 According to the lecture, when was the latest exploration of Mars done?

A 2013

C 2000

B 2003

12 How can scientists get more evidence of life on Mars?

A By studying rocks that are similar to the ones they found on Earth.

C By getting rocks from Mars where life may have survived the longest.

B By collecting older rocks from Mars.

**Lecture Script: Listening 2**  
**Source: Interactions –Listening 002 Teacher's Manual– Chapter 9**

It is a well known fact that people have been searching for signs of life on other planets for many hundred of years. Are we alone in the universe? Or are there other civilizations out there just waiting to be discovered? Only in the last few decades has it become physically possible for us to visit other planets. And today, I'm going to talk about some theories concerning life on one of our nearest neighbors-the planet Mars. How likely is that there is life on Mars?

The belief that there might be life on Mars became popular in the 19th century when an Italian astronomer named Giovanni Schiaparelli observed lines on the surface of the planet which he called canali. This mistakenly translated into English as canals and other astronomers thought that there might be evidence of water which would mean that life was possible.

Nowadays, with the use of much more powerful and accurate telescopes, it has been proven that these so-called canals do not exist, or in some cases, are dried up water channels. But although there may have been water on Mars in the past, there is no evidence of water today on the planet today.

Another source of evidence for life on Mars was the discovery of a meteorite, a piece of rock from Mars, which was found in Alaska in 1996. When scientists studied this meteorite, they found evidence of single-cell biological organism in the rock. However, this evidence was contradicted by other scientists who say that there is no proof that this rock was ever in temperatures suitable for water, and that, therefore, it is impossible to say that whether these organisms were alive ever.

The exploration of Mars in 2003 made the exciting discovery of evidence that there has been water on Mars in the past. So, now the question is: How can scientists find out whether life has ever existed on Mars? Well, the obvious answer is that they'll have to get more samples of rocks. But, they will need to get rocks from a site that will provide a good source of evidence. One possibility might be a dried up lake, for example, where life may have existed even after life on other parts of the planet had disappeared. Another possibility is to obtain rock samples from the polar ice caps of Mars which have a temperature of -95 degrees Fahrenheit (that's minus 70 degrees centigrade). Because of the lower temperatures, micro-organisms would be preserved for a much longer time and could still possibly be found.

There are some of the exciting questions being asked in the study and exploration of life on Mars. And the answers to these questions could tell us a lot about our universe and our world now. Now what kind of questions do you have?

### Listening 3 - Listening to a Lecture

(questions 13 ~ 18)

Listen to a lecture and then choose the best answer to each question, or to complete the sentence in each question.

13 What is the **main purpose** of the lecture?

- A to provide guidelines for test-taking
- B to differentiate the different types of tests
- C to explain the danger of guessing in the exam

14 Which does **NOT** belong to objective type of test?

- A Multiple choice test
- B Essay test
- C True-false questions

15 Based on the lecture, which is a **true** statement?

- A Elimination increases your chance of getting the right answer.
- B Elimination decreases your chance of getting the right answer.
- C Elimination is useless.

16 According to the lecture, why are essay questions the weak spot of students?

- A because of poor organization and poor support of main ideas
- B because of time constraints
- C because of language barriers

17 What does the expression, "***Don't beat around the bush***, mean?

- A Be direct to the point.
- B Be specific.
- C Be expressive in your essay.

18 Which guideline in taking an essay test is given last?

- A Read the questions carefully.
- B Look over your essay for spelling errors, sentence errors, and grammatical errors.
- C Think about your answers before putting words on paper.



## Lecture Script: Listening 3

### Source: Communication Arts 1, p. 34

Today, I am going to give you guidelines for test-taking. This is an opportune time to discuss this topic because in a week time you will take a major exam.

One area that often gives students difficulty is test-taking. Learning the material in a course is a first step. You must be able to show what you have learned on a test. Here are some guidelines for test-taking you might consider.

**Objective Test.** Objective tests (multiple choice and true-false items. Are often reading tests. They check on your ability to recognize a correct statement among wrong answers or a correct statement against a false one. If you are taking an objective test, try this:

1. *Read the directions carefully.* Don't assume that because the question has a T or F to circle, or four or five items to select from, that you know what to do. The directions may give you good advice or clues for the test. If the directions are not clear, ask the instructor to clarify them.
2. *Read each statement or question carefully.* If you have several choices for each item, read them all before deciding the correct answer. You may mark on you think is correct only to find that the last choice says "both a and d," yet you only marked "a" as the answer.
3. *Skip items you are not certain about.* Go through the test answering ones you do know. If there is time left, go back to the ones you skipped.
4. *Eliminate certain alternatives.* With a four choice per item multiple choice test, the odds are one in four that you could guess right. If you can eliminate one of the alternatives, your odds are one in three. If you can eliminate two alternatives your guessing odds are one in two or 50-50. Those are better odds than pure guessing.
5. *There is a bit of folk wisdom that says, "Don't change your answers on a multiple choice test. Your first choice is usually right."* Careful study of this idea has shown it to be false. Students who switch answers are more likely to change from wrong to right than the reverse. This is especially true if you feel very uncertain of your first answer. When you have strong doubts, your second answer is more likely to be correct. (Johnson, 1975)

**Essay Test.** Essay questions are often a student's weak spot simply because of poor organization, poor or no support of main ideas, or not writing directly to the question. When you take essay exams try the following:

1. *Read the questions carefully.* Make sure that you note key words, such as compare, contrasts, discuss, evaluate, analyze, or describe. These words all demand certain emphasis in your answer.
2. *Think about your answer before putting words on paper.* It is a good idea to make a brief list of the points you want to make in your answer. Just list them as they pop into your head. Then rearrange your points so that you have them organized in the order you want to write them.
3. *Don't beat around the bush or pad your answer.* Be direct. Make a point and support it. Get your list of ideas into words.
4. *Look over your essay for spelling errors, sentence errors, and grammatical errors.* Save this for last. Your ideas are more important than misspelled words or poor sentence structure. You can work on such problems separately if they affect your grades.

**Listening 4 - Listening to an Excerpt of a Telephone Conversation** (questions 19 ~ 24)

Listen to the talk and then choose the best answer to each question, or to complete the sentence in each question.

19 How long ago did the customer book the reservation?

A one month ago

C one week ago

B two weeks ago

20 How did the customer expect to receive the confirmation of the booking?

A email

C letter

B phone call

21 How did the customer make the reservation?

A through email

C through the hotel's website

B through phone call

22 When was the reservation for?

A July 13th– July 19th

C July 23rd-July 29th

B July 3rd-July 9th

23 What did the customer reserve?

A two double and one single room

C two double and two single rooms

B one double and one single room

24 What did the customer want to change?

A the number of the rooms

C the floor of the rooms

B the date of the reservation

**This is the end of the listening section**

## Telephone Conversation Script: Listening 4

### Confirming a Hotel Booking

#### Excerpt:

**Receptionist:** Good Afternoon, Orion Hotel, how may I help you?

**Customer:** I'm ringing to confirm a booking I made a week ago. I was expecting an email but I haven't received anything.

**Receptionist:** I am sorry the line is rather bad. Would you mind repeating that, please?

**Customer:** Yes, I made a reservation on your website under the name Coutts.

**Receptionist:** Could you spell your surname for me, please?

**Customer:** Yes, that's C-O-U-T-T-S

**Receptionist:** And when was the reservation for?

**Customer:** July 23<sup>rd</sup> to the 29<sup>th</sup>.

**Receptionist:** Sorry, did you say the 21th?

**Customer:** No, the 23<sup>rd</sup>

**Receptionist:** Let me just check if we have details on the system. Ah... yes, here we are.

**Customer:** I put down one double and one single room, but I wonder if I could change that.

**Receptionist:** I'm terribly sorry I didn't quite catch that. Would you mind speaking up a little?

**Customer:** Yes, I wanted to change the number of rooms. Is it possible to have two doubles instead of a single and a double?

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## Part 4 - Vocabulary

### A. Definition type questions

Choose the best word to match each definition.

(questions 25 ~ 29)

25 the amount of money in an account

A checkbook

C balance

B debit

26 to write an amount in a checkbook or checkbook record

A enter

C toss

B copy

27 the financial and job conditions in a country

A economy

C trend

B manufacturer

28 the money paid to a worker for his work

A service

C salary

B bottom line

29 divisions of people or things based on shared characteristics

A categories

C competition

B status

### B. Context type questions

Choose the best answer to complete the sentence in each question.

(questions 30 ~ 39)

30 Oranges are an excellent \_\_\_\_\_ of vitamin C.

A source

C start

B beginning

31 You need to \_\_\_\_\_ two eggs and mix them with flour and milk

A arrange

C change

B beat

32 I like buy \_\_\_\_\_ at the farmers' market because the produce is fresh and tasty.

A fruits

C candy

B shoes

33 The tofu is in that \_\_\_\_\_ with the other health foods and vitamins.

A shelf

C floor

B aisle

34 I have to buy some important \_\_\_\_\_ for the chocolate cake recipe.

- A peanuts
- B ingredients
- C flour

35 Whole wheat bread is good for you because it's high in \_\_\_\_\_.

- A protein
- B fiber
- C fat

36 Apples are on sale for \$1.49 a \_\_\_\_\_.

- A pair
- B pound
- C dozen

37 I am going to \_\_\_\_\_ eating pizza and hamburgers at the party.

- A buy
- B skip
- C drink

38 When I eat a small dinner, I usually \_\_\_\_\_ dessert.

- A sleep
- B have
- C change

39 Emily is on a diet. She is only eating foods that are low in \_\_\_\_\_.

- A taste
- B chemicals
- C calories

### C. Similar word type questions

Choose the word most similar to the **bold word** in the sentence.

(questions 40 ~ 44)

40 Hundreds of **elderly** people drink prune juice daily.

- A forgetful
- B older
- C slow

41 The car was a **long-lived** part of his collection.

- A ancient
- B worn out
- C long-lasting

42 **Streaming** downloads from the Internet make video watching easy.

- A flowing
- B pausing
- C running

43 Many **populations** have been affected by the weather change.

- A communities
- B massive groups
- C townships

44 The students developed an **illness** because of the dust storms.

- A addiction
- B sickness
- C error

## Part 5 - Grammar

### A. Simple Present Tense

(questions 45 ~ 49)

Choose the correct form of the present tense of the given verb to complete each sentence.

45 He \_\_\_\_\_ (cook) breakfast every Saturday morning.

A cook

C cooks

B cooking

46 When \_\_\_\_\_ (do) you go to school?

A do

C does

B doesn't

47 When \_\_\_\_\_ (be) the cars?

A is

C were

B are

48 They \_\_\_\_\_ (go) to work.

A go

C went

B goes

49 I \_\_\_\_\_ (run) 3 miles every day.

A run

C ran

B runs

### A. Simple Past Tense

(questions 50 ~ 54)

Choose the correct form of the past tense of the given verb to complete each sentence.

50 Yesterday , I \_\_\_\_\_ (apply) for a new job.

A apply

C applying

B applied

51 Mark \_\_\_\_\_ (leave) two hours ago.

A leaves

C leave

B left

52 I \_\_\_\_\_ (go) to the beach to reflect on my decisions.

A go

C gone

B went

53 She \_\_\_\_\_ (write) a letter for her boss.

A wrote

writes

B written

54 Mr. Asiri \_\_\_\_\_ (teach) English at Chicago University last year.

A taught

teaches

B taught

### C. Subject-Verb Agreement

(questions 55 ~ 60)

Choose the correct verb that agrees in number with the subject to complete each sentence.

55 People \_\_\_\_\_ different likes and dislikes.

A have

B has

56 Health \_\_\_\_\_ the greatest riches.

A is

B are

57 Every man \_\_\_\_\_ mistakes.

A makes

B make

58 Virtue and honesty \_\_\_\_\_ hand in hand.

A go

B goes

59 He who \_\_\_\_\_ learns.

A teaches

B teach

60 One's words \_\_\_\_\_ one's thinking.

A reflect

B reflects

**This is the end of the exam**