

SECONDARY SCHOOL ANNUAL EXAMINATIONS 2003

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. 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

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FORM 3**ENGLISH**
LISTENING COMPREHENSION**TIME: 15 minutes**

FIRST MEETING

I was working on a report in a little office, when a friend of mine, Richard, came by and said “I’m having a birthday party tonight. Will you come?” His house was very close to where I was working.

It was a pleasant summer’s evening, and I made my way up this high building – his house – and made my way to the roof, where lots of people were gathered.

As soon as I got up there, I bumped into this lady, who was wearing a dress which had a beautiful red flower design, and she had tights, I remember, which were light red as well. At the time these were slightly unusual. She had very close-cropped hair, and a tan – a rather attractive suntan.

She was taking round some drinks to people and she handed me a drink. We immediately got talking about where she’d been on holiday, which was in Spain. That was the beginning of a very enjoyable friendship.

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FORM 3

ENGLISH LISTENING COMPREHENSION

TIME: 15 minutes

Name: _____

Class: _____

1. Answer the questions set below briefly. (5 marks)

- a. What was the man working on? _____
- b. What was his friend's name? _____
- c. What kind of party was it? _____
- d. What was the weather like? _____
- e. What was the colour of the clothes
the woman was wearing? _____

2. Underline the correct answer. (5 marks)

- a. The house was (behind, far away, near, opposite) to where I was working.
- b. The building was (flat, high, deep, damaged).
- c. The dress that the woman was wearing had (checked pattern, lines, a flower design, long sleeves).
- d. The woman (made, bought, filled up, gave) a drink to the man.
- e. The woman had just returned from (a holiday, an outing, a picnic, a visit) in Spain.

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FORM 3

ENGLISH

TIME: 2 hours

Name: _____

Class: _____

A. Put in the right prepositions: *in, on, at, before, or until*. (10 marks)

1. “When’s your birthday?” “_____ two weeks’ time.”
2. I’ll see you again _____ Tuesday.
3. I’ll be on holiday from tomorrow _____ the end of August.
4. Goodnight. See you _____ the morning.
5. I must finish this letter _____ four o’clock, or I’ll miss the post.
6. Hurry up – the train goes _____ ten minutes!
7. The next meeting will be _____ June 20th.
8. I’ll be late for work _____ Monday – I’ve got to go to the dentist.
9. “Can I speak to Janet?” “I’m afraid she’s away _____ next week.”
10. I’m seeing the dentist _____ ten o’clock.

B. Underline the correct word from the ones given in the brackets. (5 marks)

1. Your English is much (good, bad, better, best) than mine.
2. The (worse, few, better, best) whisky comes from Scotland.
3. We’ve had much (more, most, few, fewest) rain this year than last year.
4. The place that gets the (few, much, more, most) rain in the world is a mountain in Hawaii.
5. In the “Cheap Round the World Race”, the winner is the person who spends the (less, least, more, much) money getting round the world.
6. I don’t know much, but she knows even (less, least, most, few) than I do.
7. Which month has the (fewer, much, few, fewest) days?
8. There are (much, fewer, few, fewest) Jews in Israel than in New York.
9. “Are you any good at tennis?” “I’m the (good, bad, worse, worst) tennis-player in the world.”
10. “How’s your headache?” “It’s getting (good, bad, worse, worst).”

C. Underline the right tense for each verb.

(10 marks)

Last night I (1) (see, seeing, have seen, saw) an interesting programme on television. It (2) (has been, was, were, being) about a new way of teaching science subjects to schoolchildren. For three years now a school in London (3) (has been teaching, teaching, thinks, is teaching) science in this way to some of its students, and these students (4) (doing, has done, have done, did) significantly better in examinations than the students in ordinary classes. It (5) (is working, worker, going to work, works) like this: students (6) (learner, is going to learn, not only learning, are not only learning) about science, but are taught to think about their own way of thinking. One of the teachers on the programme said, “Older good teaching methods (7) (have been made, makes, made, making) people think, but it (8) (being, was, been, am) in a sense unconscious. When a child (9) (have, having, has, have been) to explain to somebody else how they have solved a problem, that really makes them think about their own thinking.” Researchers (10) (are not fully understand, do not fully understand, not understanding, fully understanding) how the methods work.

D. Comprehension.

(25 marks)

Read the following passage carefully and then answer the questions below.

Money

For a magazine article, five people answered these two questions:

“Is money important for you?” “Have you got enough money?”

Steve, 24, economist

Yes, I think money is important. One day I want to buy my own house, and I’ll want my family to have a good standard of living. Some people worry too much about money. They work all the time because they want lots and lots of it, and they don’t see enough of their family and friends. I like money, but I don’t worry about it. I just earn enough for my needs, and I have lots of free time too.

Josephine, 75, retired teacher

Money is important to me as a safety net. If the car goes wrong, or the cat falls ill, or the house needs repairing, it’s good to know I can get help immediately without worrying about the cost. I don’t smoke or drink, and I don’t go on expensive holidays, so I can live quite happily on my pension. I don’t want to be rich – but if someone offers me a million dollars, I certainly won’t say “No”.

Tony, 52, company director

Every morning when I open the post I look first to see if there are any cheques. I always pay cheques into the bank straight away. Then I look to see if there are any bills. If there are – and there always are – I put them away with the others, and pay them later – much later. Money's a strange thing – there's never enough of it, is there? This may sound boring, but I think making money is fun.

Larissa, 17, student

I need money but I don't like it. I would rather make leather sandals and exchange them for watermelons at market, or something like that. Money is OK if you've got a lot of it, but it causes terrible problems for people who haven't got any. Have I got enough money? Yes, I think so.

Brian, 29, builder

Money's important to me because I have to keep up the payments on my house and pay off my bank loan. But I'd rather have less money and fewer bills – and fewer worries. I don't enjoy working – I only do it because I don't have enough money. If I didn't have to earn money, I would stop work and spend my time taking photographs and rebuilding old cars.

1. Underline the correct answer. **(2 marks)**

The passage is about different people

- a. who have different opinions about money.
- b. who regard money as important.
- c. for whom money is not as important as some people might think.
- d. for whom money is the most important thing in life.

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

- a. To Steve money is important because his family can live better.
- b. To Josephine money is important because it fulfils her needs.
- c. To Tony money is important because he can pay Bill.
- d. To Larissa money is important because she makes leather sandals.
- e. To Brian money is important because he has to build a new house.

T	F

3. What happens to people who worry too much about money according to Steve? Give TWO reasons. **(2 marks)**
- a. _____
- b. _____
4. How is it possible for Josephine to live happily on her pension? **(2 marks)**
- a. _____
- b. _____
5. What is the first thing Tony does when he opens the post? **(2 marks)**
- _____
- _____
6. Why does Tony refer to money as a “strange thing”? **(1 mark)**
- _____
7. When is money considered to be OK in Larissa’s opinion? **(1 mark)**
- _____
8. To Brian, money is important because of these TWO reasons: **(2 marks)**
- a. _____
- b. _____
9. What does Brian prefer not having instead of money? **(2 marks)**
- _____
- _____
10. Find words or phrases in the passage which mean the same as: **(6 marks)**
- a. the quality of life _____
- b. necessities _____
- c. instantly _____
- d. money received after retirement _____
- e. get something in return for something else _____
- f. money borrowed _____

E. Literature.
Answer every Section.

(10 marks)

SECTION 1 – POETRY

(5 marks)

Answer either question (1) or question (2).

EITHER

1.

Fireworks

They rise like sudden fiery flowers
That burst upon the night,
Then fall to earth in burning showers
Of crimson, blue and white.

Like buds too wonderful to name,
Each miracle unfolds,
And catherine-wheels begin to flame
Like whirling marigolds

Rockets and Roman candles make
An orchard of the sky,
Whence magic trees their petals shake
Upon each gazing eye.

James Reeves

Underline the correct answer.

- a. The poem is about (1 mark)
- i. Roman fireworks.
 - ii. a garden in winter.
 - iii. the beauty of fireworks.
 - iv. a person who makes fireworks.
- b. The fireworks are being compared to (1 mark)
- i. candles.
 - ii. flowers and trees.
 - iii. rockets.
 - iv. eyes.
- c. This comparison is called (1 mark)
- i. alliteration.
 - ii. onomatopoeia.
 - iii. rhyme.
 - iv. metaphor.

d. i. Which word (verb) in the first stanza describes the suddenness of the explosion of the fireworks? (½ mark)

ii. Which word (adjective) in the last stanza tells you that people are fascinated by the fireworks? (½ mark)

e. Write a sentence about why you like this poem. (1 mark)

OR

2. Write 60 words about a poem which you have done in class this year.

Title of the poem: _____ (½ mark)

Name of the poet: _____ (½ mark)

The poem is about _____

_____ (2 marks)

I like this poem because _____

_____ (2 marks)

SECTION 2 – PROSE / DRAMA

(5 marks)

Write 60 words about a novel or play which you have done in class this year.

Title of the book: _____ (½ mark)

Name of the writer: _____ (½ mark)

The story /play is about _____

(2 marks)

I like this story/play because _____

(2 marks)

F. Composition. (30 marks)

Choose ONE of the following and write a composition of between 150-200 words.

1. Talk about the kind of work you'd like to do when you grow up.
2. Write a letter to a friend who is in hospital after an accident asking him/her how you can help him/her in his/her studies.
3. A day in the life of a policeman.
4. My favourite sport.
5. The pleasure of having a computer game at home.
6. *Last night I had a party. Most of my friends had been invited. I was in high spirits greeting each and everyone with a smile.
There was a knock on the door. I opened it quickly and ...*
Continue the story.

[illegible]