

**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

**FORM 3**

**ENGLISH**  
**LISTENING COMPREHENSION**

**TIME: 15 minutes**

**Should we be told what to eat?**

British schools have realized that the diet of their pupils is often really unhealthy. So, first of all, schools banned chocolate and fizzy drinks machines. These were immediately replaced by water machines.

This was a difficult decision for schools because they used the money they made from these machines to buy books and sports equipment. Now schools are banning burgers, chips and chicken nuggets too. From this September, school dinners will be healthier!

Why is this happening? Too much junk food, like chips and chicken nuggets and too little exercise causes obesity. One in three children under 16 in the UK is either overweight or obese. The Government wants to change the nation's eating habits.

What do the authorities say? "Schools must provide more fruit and vegetables, and food with less fat, salt and sugar. We must reduce obesity and protect our children's health." Children can learn to like healthy food, they say.

Who doesn't like it? The cooks say the new rules are too strict. They say school meals will cost more and students will stop buying them. "Students will just go out to fast food shops at lunchtime," they say.

And what do scientists say? Scientists believe that fish, spinach and Brussels sprouts are really good for the brain. This means that if you eat enough of these foods, you will be able to think better. Do you want to be top of the class? Eat healthy foods!



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

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

1. Tick (✓) the correct answer. 1 mark [ ]

The passage is about:

- |                          |  |
|--------------------------|--|
| <input type="checkbox"/> | a) Healthy eating at school only.          |
| <input type="checkbox"/> | b) Eating differently in different places. |
| <input type="checkbox"/> | c) Eating what other people tell us.       |
| <input type="checkbox"/> | d) Adopting a healthy diet.                |

2. Say whether the following are TRUE (T) or FALSE (F).

- |  |                          |
|--|--------------------------|
| a) Chicken nuggets are described as junk food.                                   | <input type="checkbox"/> |
| b) Healthy eating and daily exercising prevent obesity.                          | <input type="checkbox"/> |
| c) One in every three children under 15 in the UK is either overweight or obese. | <input type="checkbox"/> |
| d) Fat, salt and sugar form part of a healthy diet.                              | <input type="checkbox"/> |

4 x 1 mark = 4 marks [ ]

3. Match the phrases in Column A to those in Column B so as to form similar sentences to those in the text.

- | Column A                              |                          | Column B                                      |
|---------------------------------------|--------------------------|---|
| a) The government wants               | <input type="checkbox"/> | more fruit and vegetables.                    |
| b) Cooks say school meals will        | <input type="checkbox"/> | are good for the brain.                       |
| c) Schools must provide               | <input type="checkbox"/> | to like healthy food .                        |
| d) Fish, spinach and Brussels sprouts | <input type="checkbox"/> | cost more and students will stop buying them. |
| e) Children can learn                 | <input type="checkbox"/> | to change the nation's eating habits.         |

5 x 1 mark = 5 marks [ ]

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**FORM 3**

**ENGLISH**  
**COMPREHENSION TEXTS**

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**Read the passage and answer the questions on the language paper.**

**Lost!**

“I was a total idiot.”

**Jamie Neale, 19, from north London, went for a day’s walk in Australia’s beautiful Blue Mountains. Nobody saw him again for 12 days. Everyone thought he was dead. Read his amazing story.**

On 3<sup>rd</sup> July 2009, Jamie Neale left his youth hostel in Sydney to go for a day’s walk. He didn’t tell anyone where he was going. Jamie was wearing a dark blue, thin jacket and jeans, and was carrying a small rucksack with a basic map, a small bottle of water and two bread rolls. But he didn’t take an emergency light, matches, a compass or...his mobile phone.

The Blue Mountains are a famous tourist attraction just 30km from Jamie’s hostel. Jamie was enjoying his walk, when he made a big mistake. He left the path and started to follow a small kangaroo track into a wild, uncultivated area. When Jamie tried to get back to the path, he went deeper and deeper into the bush. When it got dark, Jamie knew he was in trouble. Back in town, nobody knew that he was missing until four days later.

Jamie kept calm and thought about how to survive. He stayed close to a river and he drank lots of water. He ate berries, seeds and nuts. July is winter in Australia and it got cold at night. Jamie used bark from trees to make blankets.

After four days, Jamie heard helicopters in the sky. He shouted and waved. But the helicopters didn’t see him. Four hundred people joined the search, including Jamie’s dad, Richard Neale, who flew over from England. Jamie reached his lowest point when he couldn’t hear helicopters anymore. He knew they had given up. “I thought I would starve to death,” he said.

On the twelfth day came the incredible news. Two walkers had found Jamie in the bush. Jamie was very tired and hungry and very pleased to see them!

After an emotional meeting with his son, Mr Neale said, “Jamie is the only teenager in the world who goes on a ten-kilometre hike and leaves his mobile phone behind”!



**B. How would you report these sentences? Complete the following sentences as in the example given.** 5 marks [    ]

Example: 'Thanks for your help,' the man said to the policewoman.  
The man thanked the policewoman for her help.

1. 'I won't lend you a cent!' my father shouted.

*My father shouted* \_\_\_\_\_

2. 'I will give you the money,' my mother said.

*My mother offered* \_\_\_\_\_

3. 'I'll help her as well,' my sister said.

*My sister promised* \_\_\_\_\_

4. 'Look, I'm sorry, but you have to spend your money wisely,' my father told me.

*My father apologised and explained* \_\_\_\_\_

5. 'You're right, dad,' I replied.

*I* \_\_\_\_\_

**C. Fill in the following email with the correct form of the verbs given** 10 marks [    ]

To: Karen

Subject: meeting up

Hi Karen!

It was great speaking to you on the phone last night. I'm really glad you have finally decided to visit me. Guess what? When you come over, we (1) \_\_\_\_\_ (visit) the best spots in this city together! You'll love that, I'm sure!

I (2) \_\_\_\_\_ (not see) you for ages! A lot (3) \_\_\_\_\_ (happen) since I saw you last. As you (4) \_\_\_\_\_ (know), I (5) \_\_\_\_\_ (start) a new college course six months ago. I (6) \_\_\_\_\_ (already/make) lots of new friends. You should meet them! The teachers (7) \_\_\_\_\_ (keep) us busy at the moment and I (8) \_\_\_\_\_ (read) more than ever before! Fortunately, the course (9) \_\_\_\_\_ (end) in July so then I will spend my time relaxing. Phone me when you have time. I (10) \_\_\_\_\_ (look) forward to your call.

Talk soon!

Love,  
Karen

**SECTION B - COMPREHENSION**

20 marks

Read the passage, which is on a separate sheet, and then answer the following questions.

1. **Underline the correct answer.** 1 mark [ ]

The article above is about a young man who

- a. went on a long tour in the Blue Mountains.
- b. made himself famous by getting lost in the Blue Mountains.
- c. showed how worthless a mobile phone can be.
- d. went for a day's walk on the Blue Mountains.

2. Write **TRUE** or **FALSE** in the space provided and give a reason from the text to support your answer. 1 mark x 4 = 4 marks [ ]

**Example:**

**Nobody saw Jamie for a whole week.**

**False** Nobody saw him again for 12 days

a. Jamie was wearing a sky blue, thin jacket and a pair of jeans.

\_\_\_\_\_

b. Jamie told his best friend that he was going for a day's walk.

\_\_\_\_\_

c. Besides the map, he also had a small bottle of water and two bread rolls.

\_\_\_\_\_

d. Back in town, people never realised that Jamie was missing.

\_\_\_\_\_

3. Describe Jamie's biggest error. What was the result of this mistake? 2 marks [ ]

\_\_\_\_\_

\_\_\_\_\_

4. When did Jamie realize he was in trouble? 1 mark [ ]

\_\_\_\_\_

\_\_\_\_\_

5. What made night time especially difficult for Jamie? 1 mark

\_\_\_\_\_

6. Find words from the passage which have the same meaning as:  
½ mark x 6 = 3 marks [ ]

- a. the most difficult moment : \_\_\_\_\_ d. unbelievable \_\_\_\_\_  
b. lost all hope \_\_\_\_\_ e. stay alive \_\_\_\_\_  
c. further \_\_\_\_\_ f. touching \_\_\_\_\_

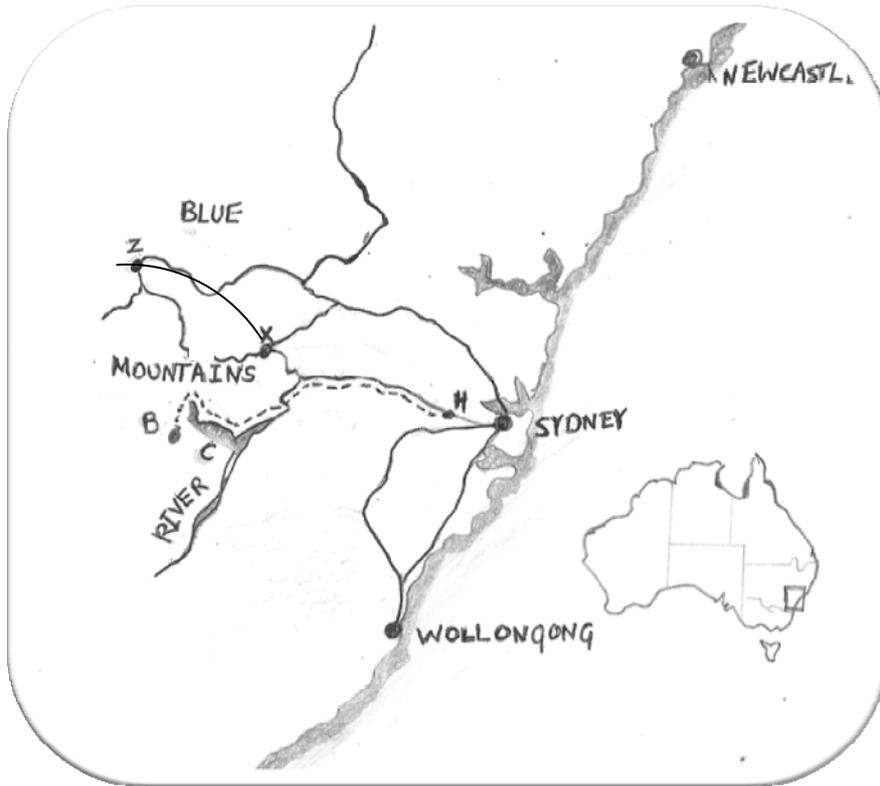
7a. List **three** things that Jamie did right. 1 mark x 3 = 3 marks [ ]

- i \_\_\_\_\_  
ii \_\_\_\_\_  
iii \_\_\_\_\_

7b. List **three** things that Jamie did wrong. 1 mark x 3 = 3 marks [ ]

- i \_\_\_\_\_  
ii \_\_\_\_\_  
iii \_\_\_\_\_

8. This is Jamie's map.



**Key:**

----- Path taken by Jamie

— Famous Blue Mountain Track

Using information from the map and the passage, tick True or False (T/F).

½ mark x 4 = 2 marks [    ]

T    F

- Jamie departed from Wollongong.
- He walked along the famous track 'X', 'Z' of the Blue Mountains.
- He kept close to the river 'C' when he got lost.
- The helicopter spotted Jamie when he was at point H.




5. Why are there many exclamation marks? 1 mark

\_\_\_\_\_

6. Draw up a list of **four** reactions described in the poem after daddy falls into the pond: 1 mark x 4 = 4 marks [ ]

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_

**OR**

10 marks

**POETRY**

Answer the following questions about a poem you have studied in class with your teacher.

**Title:** \_\_\_\_\_ 1 mark [ ]

**Poet:** \_\_\_\_\_ 1 mark [ ]

1. What **kind of poem** is it? Underline one of the following words: 1 mark [ ]  
Cheerful/ sad/ imaginative/ funny/reflective/ other \_\_\_\_\_

2. Explain **what** the poem is about in 50 words. 5 marks [ ]

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. Does the poet use any figures of speech? What kind of words does he choose? Are the rhythm and the rhyme interesting? 2 marks [ ]

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**PROSE/DRAMA ANSWER THIS SECTION**

10 marks

Answer the following questions about a novel, short story or play you have studied with your teacher this scholastic year.

**Title:** \_\_\_\_\_ 1 mark [ ]

**Author:** \_\_\_\_\_ 1 mark [ ]

Choose a **character** and write about the **most important thing** that happens to him or her in this play or story. 4 marks [ ]

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Is the **ending** negative, positive or neither in your opinion? Say **why** you think so by giving **examples** from the play or story. 4 marks [ ]

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**SECTION D - COMPOSITION**

20 marks

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

1. You have been asked to write a **review** of a film which students at your school would enjoy. Say what kind of film it is, describe what the first part of the film is about and give a brief account of the story without giving away the ending. Write about other special things or aspects you think your readers would be interested in.
2. Lately, you have had a slight misunderstanding with your friend. Write an email to explain and apologise for what happened.
3. Continue the following story.  
*I tossed and turned all night. Finally, I got up and walked out into the balcony. As I looked into the distance, I saw a red glow which was followed by a shattering explosion. I froze...*
4. One of the school rules says that mobile phones are prohibited at school. Discuss the positive and negative points of this rule.