

SECONDARY SCHOOL ANNUAL EXAMINATIONS 2004

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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TIME: 15 minutes

For the first ten years, girls and boys grow at almost exactly the same speed. Then girls suddenly start to grow more quickly than boys. As a result, girls at the age of 13 are taller, heavier and stronger than boys.

At about the age of 14, the average girl starts to grow less rapidly and the average boy catches up and then passes her. Unlike girls, boys do not stop growing when they are 15 and 16. They go on growing, although more and more slowly until they are about 20. Then they begin to shrink, very slowly but surely. Their weight however, usually goes on increasing until they are in their 40s.

During adolescence, your face and particularly the lower half, suddenly changes its shape. Your jaw becomes longer and sticks out more. As a result, your chin becomes much more pointed and your mouth becomes wider. At the same time your nose also becomes slightly longer. In other words, you lose your “baby-face”.

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FORM 3**ENGLISH
LISTENING COMPREHENSION****TIME: 15 minutes****Name:** _____**Class:** _____

- A. Put a tick (✓) in the correct box according to whether the statement is TRUE (T), FALSE (F) or NO INFORMATION GIVEN (NIG). (5 marks)**

1. After the age of 10, boys grow more quickly than girls.
2. At the age of 13, girls are taller than boys.
3. Boys stop growing when they are 16.
4. Girls gain weight when they are about 30.
5. During old age the jaw becomes longer and sticks out more.

T	F	NIG

- B. Complete the following sentences using words you heard in the passage. (5 marks)**

1. The traffic warden stopped him because he was driving at a terrible _____.
2. I was very excited when the examination _____ arrived.
3. The snail is known to walk very _____.
4. The world population is _____ at a fast rate.
5. She was only _____ injured in the traffic accident. There was no need for her to be taken to hospital.

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FORM 3**ENGLISH****TIME: 2 hours****Name:** _____**Class:** _____

A. Nkomo lives in Kenya. Read about his day and complete the text with the correct linking word from the box. The words can be used more than once. (5 marks)

however / because / and / so / while / although

Nkomo wakes up at 5 o'clock in the morning (1)_____ makes tea (2)_____ his wife prepares breakfast. (3) _____ he doesn't have a large breakfast, he always has a cup of strong, sweet tea.

Work starts at 6 o'clock (4)_____ continues until 12 o'clock. Nobody works after that time (5)_____ it gets too hot. Nkomo usually goes to sleep under a tree. (6)_____, after three hours it's time to start work again. His boss gives him food and drink during the day (7) _____ he doesn't have to pay extra for his meals. (8) _____ he quite likes his job, he would like his boss to pay him more money. (9) _____ he wouldn't like to lose his job (10) _____ there's little chance of finding another.

B. Underline the correct form of the verb in these sentences. (10 marks)

1. By the time we arrived, they (ate / had eaten) all the strawberries.
2. When I got to the restaurant, I suddenly (didn't feel / hadn't felt) hungry.
3. He was completely out of breath as he (ran / had run) all the way to the station.
4. The children were in high spirits as they (just finished / had just finished) their exams.
5. When the old man (got up / had got up) to speak, everyone applauded.
6. They were chatting as if they (knew / had known) each other all their lives.
7. She wasn't frightened when she saw his cut. She (saw / had seen) blood many times before.
8. When he (saw / had seen) her come through the door, he jumped in surprise.
9. The passengers were fed up as they (had been waiting / waited) over an hour for the train to leave.
10. When they arrived home, Peter (had already gone / went) to sleep.

C. A reporter is interviewing Isabel Browning, a skater. Complete the interview using the words or phrases in the box. Use each word or phrase only ONCE. The first one (0) has been done for you. (5 marks)

after / during / in / when / at the age of / eventually / now / at / ~~for~~ / at first / for a time

Reporter: So you've been a serious skater (0) for about ten years now. How old were you (1) _____ you first started skating?

Isabel: I started going to skating classes (2) _____ five.

Reporter: Five! That's very young. Were you a good skater?

Isabel: Well, no. I didn't really enjoy it (3) _____ and (4) _____ I tried to refuse to go - but (5) _____ winning my first competition, I decided I really liked it.

Reporter: And when did that happen?

Isabel: That was (6) _____ 1978. After that, I practised all the time (7) _____ weekends and (8) _____ the school holidays. And (9) _____ I was good enough to enter big competitions.

Reporter: And (10) _____ you're the south-east champion!

D. Comprehension.

(20 marks)

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

I was born with a handicap. When I say this, people usually just start laughing, not because they enjoy being cruel, but simply because they don't take me seriously. So what is my handicap? I was born with red hair. I hate it!

Before you start yawning and saying, "So what? I don't like my funny nose", or whatever, let me explain. When people see someone with red hair, they immediately start making silly remarks like, "Hey, Carrot-top!" And they go on making them, over and over again. I can't stand it. It wouldn't be so bad if the jokes were funny. But they never are!

And after they've finished making those sort of remarks, they change to, "Ho ho, your face is as red as your hair", and that's when I start getting angry. I didn't use to have a temper. I think I've developed it just to satisfy people who expect it, just because I've got red hair.

I don't mind going out when it's cold and wet, but I hate going out when it's hot. In fact I dread the summer. Other people go brown, and within days they're showing me their Mediterranean tans. But I'm either a bright pink colour and covered in freckles, or I'm hiding inside, in the shade.

It's sad, but when you're young like me, all you want is to be accepted, to be normal! Quite simply, I hate being different! I suppose fat teenagers or ones with ears which stick out feel the same, but surely they can't feel as bad as me – the one they all call "Carrot-top".

1. Tick (✓) the best title for the passage. (1 mark)

<input type="checkbox"/>	a. Carrots and other vegetables
<input type="checkbox"/>	b. On being different
<input type="checkbox"/>	c. Bullied
<input type="checkbox"/>	d. Proud of being red haired

2. State whether these statements are TRUE (T), FALSE (F) or NO INFORMATION GIVEN (NIG) by inserting a tick (✓) in the appropriate box. (2 marks)

- a. The writer regards being red haired as a handicap.
 b. The jokes about his hair are always funny.
 c. His parents try to comfort him as much as possible.
 d. Young people like to be accepted by their friends.

T	F	NIG
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. Why do people start laughing when the writer says that he was born with a handicap?

(2 marks)

4. Why is the writer called “Carrot-top”?

(1 mark)

5. When does the writer start getting angry?

(2 marks)

6. The writer says that he dreads Summer. Why?

(2 marks)

7. Which word or words in the passage do the following refer to:

(5 marks)

- a. this (line 1) refers to _____
 b. you (line 4) refers to _____
 c. it (line 10) refers to _____
 d. it (line 11) refers to _____
 e. ones (line 15) refers to _____

8. Fill in with words from the passage. (5 marks)
- We were _____ our heads off at the clown's antics.
 - My face is full of _____. I have taken after my mother.
 - Don't take me _____. You know that I have a good sense of humour.
 - Paul looked at his mother's _____ face after arriving home late.
 - After spending three whole hours doing my homework, I started _____. So I went off to bed.

E. Literature. (20 marks)
Answer every Section.

SECTION 1 – POETRY (10 marks)
Answer either question (1) or question (2).

EITHER

1.

The Wind

The wind is a wolf
 That sniffs at doors
 And rattles windows
 With his paws.

Hidden in the night,
 He rushes round
 The locked-up house
 Making angry sounds.

He leaps on the roof
 And tries to drive
 Away the house
 And everything inside.

Tired next morning,
 The wind's still there
 Snatching pieces of paper
 And ruffling your hair.

He quietens down and in the end
 You hardly notice him go
 Whispering down the road
 To find another place to blow.

Stanley Cook

- Fill in the blanks. (8 marks)
 - In the poem the wind is being spoken of as a _____. This is called a _____.
 - The poem is made up of _____ stanzas of _____ lines each.

- iii. In the second stanza, “rushes round”, which is an _____, gives the impression that the wind moves _____.
- iv. The words _____ and _____ in the fourth stanza tell us that the wind is still strong.

b. Write TWO sentences about the last stanza showing how the wind is now different.

(2 marks)

- i. _____

- ii. _____

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 _____

_____ (5 marks)

I like this poem because _____

_____ (4 marks)

SECTION 2 – PROSE / DRAMA

(10 marks)

Write a paragraph of 60 words about a novel, short story or play you have done with your teacher this year.

Title: _____ (½ mark)

Name of the writer: _____ (½ mark)

The novel / story is about _____

(5 marks)

I like this story because _____

(4 marks)

F. Composition.

(20 marks)

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

1. Imagine you inherit thirty thousand pounds. Write what you would do with this sum of money and what you surely wouldn't do.
2. My ideal Saturday.
3. Summer is fast approaching. Write a letter to your friend telling him/her about your plans for the coming holidays.
4. A frightening incident.
5. Write a story about a teenager who manages to rescue an animal which was being badly treated.

Title no:

