

SECONDARY SCHOOL ANNUAL EXAMINATIONS 2006

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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LISTENING COMPREHENSION

TIME: 15 minutes

One of the most acclaimed actresses of all times, is undoubtedly Whoopi Goldberg. Yet she came a long way to her present international success.

Her mother was divorced and poor. When young she wanted to become a vet but ended up being an actress instead. Whoopi chose a very difficult career for a black woman. She started as a theatre actress and did very well. In the end she had a one – woman show on Broadway, the centre of theatre in New York.

Film producers saw her show and a new career in cinema began. One of her most important films is “Girl Interrupted”, which she took part in, in 1999.

Whoopi almost got an Academy Award or ‘Oscar’ in Steven Spielberg’s film “The Color Purple’. She plays Celie, the main character, a strong woman with a lot of problems in her life.

This American actress can be a very serious actress and she can also be very funny. She was very funny in ‘Ghost’ and she did get an Oscar for it!

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FORM 3**ENGLISH
LISTENING COMPREHENSION****TIME: 15 minutes****Name:** _____**Class:** _____**1. Tick(✓) the correct answer.**☐**1 mark**

Whoopi Goldberg is:

☐

a. a British actress.

☐

b. a vet.

☐

c. an American actress.

☐

d. a world-famous journalist.

2. Say whether the following are TRUE (T) OR FALSE(F).☐**4 marks**

- a) Whoopi Goldberg was poor.
 b) She chose an easy career.
 c) She first acted at a theatre
 d) Whoopi Goldberg never won an Oscar.

T	F
<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. Fill in the blanks with words from the passage.☐**5 marks**

- a. Broadway is the centre of _____ in New York.
 b. “Girl Interrupted” is one of her _____ important films.
 c. Celie is the _____ character played by Whoopi in “The Color Purple”.
 d. Whoopi Goldberg can be a very _____ actress and she can be _____ as well.

☐**10 marks**

SECONDARY SCHOOL ANNUAL EXAMINATIONS 2006

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

MARKS			
Listening Compr.	Oral Assessment	Written Paper	Total

LANGUAGE.**20 MARKS**

- A. Fill in with the following prepositions. The same preposition can be used more than once.**

5 marks

to	in	for	on	about	at	of	from
-----------	-----------	------------	-----------	--------------	-----------	-----------	-------------

If you want to go to the theatre you should think about some things beforehand. First (1)_____ all go (2)_____ the box office and ask if they have seats (3)_____ the day you want. Don't forget that the most expensive seats are (4)_____ the front stalls and the cheapest are (5)_____ the gallery. If you can't decide (6)_____ your seats, you can look (7)_____ the map which is found (8)_____ the hall. This is usually hanging (9)_____ the wall; if not, get a copy (10)_____ the box office.

- B. Mr. Bowles wants to go to Spain on holiday. Complete his conversation with the travel agent by choosing one word from the box below.**

5 marks

late	weather	pleasant	best	holiday	thunderstorms	my	daily	can
				prefer				

Mr. Bowles: Which is the (1)_____ time to visit Spain?

Travel Agent: It depends; if you like hot (2)_____ you can go there in summer, but if you (3)_____ warm weather, I suggest you visit Spain in early spring or (4)_____ autumn.

Mr. Bowles: Isn't the weather cold in autumn? I hear that one day it

(5) _____ be sunny and another day it can be rainy.

Travel Agent: Not quite so. October is a very (6) _____ month in

Spain with a (7) _____ temperature of about 18°-20°. Although it

can be misty in the morning, I don't think there will be any rainstorms or

(8) _____.

Mr. Bowles: I hope not, so I won't need to take (9) _____

raincoat and my umbrella.

Travel Agent: Definitely not. I'm sure you'll have a wonderful

(10) _____ in Spain!

C. Put the verb in brackets in the correct tense .

(10 marks)

Rome, Italy

Dear Alison,

I (1) **(arrive)** _____ here last Friday after a wonderful

journey. This city (2) **(be)** _____ beautiful! I (3) **(spend)**

_____ every morning touring its many historical attractions. In

fact I (4) **(visited)** _____ many museums already. Last Sunday I

(5) **(meet)** _____ some young people from France who (6)

(inform) _____ me about some more interesting places to visit.

This morning these people (7) **(go)** _____ to the Vatican, but I'm

afraid I (8) **(be)** _____ rather tired at the moment so I (9) **(go)**

_____ to relax at the hotel, yet I (10) **(not wish)**

_____ to waste precious time.

Love,

Franny

D. Comprehension.

(20 marks)

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

The damage caused by bullying is now widely accepted, but , until very recently, schools often took the line that there was little they could do about it. Helena Rogers describes what happened to her daughter just a few years ago: 'We moved from the north of England to the southeast when our twin daughters, Sally and Emma, were 11. After their tests, the girls ended up going to different schools. Emma was integrated with her small school quickly, but Sally's new school was vast – it had 1,500 pupils. Starting part way through the term, when the pupils already had **their** own groups of friends, made life difficult.

10 ‘After a few weeks Sally began having nightmares, but when I tried to find out what was wrong, she wouldn’t open up at all. When I heard her crying in her room at night, I realised it was serious so I made an appointment with **her** teacher. She was very sympathetic, explained that it was difficult to keep information on all pupils in a school of that size, but said she would see what she could do.

15 ‘But the nightmares continued, and in the end it was Emma who told me what was going on. It was mental cruelty most of the time, though the bullies did push and shove Sally as well. These girls would say to her, “Come and play with us” and she would think she had been accepted. Then they would say, “Go away. We don’t want you.”

20 ‘She would find a place to sit alone and have her lunch but they would come after her, snatch her lunch box and hide it, or throw her sandwiches into the bushes. Once, they took her orange drink and poured **it** over her head so that she had to spend the rest of the day with this sticky mess all over her. **They** threatened that if she told anyone they would make it worse. That was why she had been too scared to say anything.

25 ‘It was a month since I had reported the situation and nothing had been done, so I went to the school again. This time I was able to give the teacher definite details about the bullying, and she suggested putting Sally in a different class. But it turned out to be a remedial class for troublemakers and children who couldn’t cope with the work, and this only made matters worse. Now the bullies taunted her about going to “the idiots class”. How can little girls – none of them more than 12 – be such monsters, such torturers?’

The bully has to have some sort of power over the victim – a power not always recognisable to the teacher.

30 There is no such thing as a typical bully or victim. The ‘traditional bully’, is usually bigger than his peers; and he bullies to have respect and power. The ‘traditional victim’ is often seen as a weak child, different in some way – racially, physically or socially. While this may be so, if teachers and parents only recognise these stereotypes, many victims can remain unsupported. A quiet, self-contained child like Sally, for instance, can suffer in silence unless positively encouraged to speak
35 out.

1. Write TRUE (T) OR FALSE (F) in the space provided next to each statement. (4 marks)

- | | |
|--|---|
| | a. Sally and Emma went to the same school |
| | b. They attended school from the beginning of the scholastic year |
| | c. Sally didn’t speak up to her mother about the bullying. |
| | d. The teacher refused to meet Sally’s mother. |

2. What was the first sign Sally gave of being bullied? (1 mark)

3. Mention two types of bullying incidents Sally went through. (2 marks)

4. The writer refers to the 'traditional bully' in three ways. Write them down. (3 marks)

i) _____

ii) _____

iii) _____

5. The 'traditional bully' sees the 'traditional victim' in two ways. Which are they? (2 marks)

i) _____

ii) _____

6. What do the following words refer to in the passage. (2 marks)

a. their (line 6) _____

b. her (line 10) _____

c. it (line 19) _____

d. they (line 20) _____

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

a. snatch (line 17) _____

b. scared (line 21) _____

c. troublemakers (line 24) _____

Writing Task. (3 marks)

8. In two or three sentences write down what you would do if you were bullied at school.

E. Literature. (20 marks)

Answer every Section.

SECTION 1 – POETRY

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

(10 marks)

EITHER

1.

The Snare

I heard a sudden cry of pain!
 There is a rabbit in a snare:
 Now I hear the cry again,
 But I cannot tell from where.

But I cannot tell from where
 He is calling out for aid;
 Crying on the frightened air,
 Making everything afraid

Making everything afraid,
 Wrinkling up his little face,
 As he cries again for aid;
 And I cannot find the place!

And I cannot find the place
 Where his paw is in the snare;
 Little one! Oh, little one!
 I am searching everywhere.

James Stephens

a) Underline the correct answer: (2 marks)

The poem is about:

- i) A rabbit.
- ii) The poet looking for a rabbit in a snare.
- iii) A snare in a field.
- iv) A rabbit caught in a snare.

b) This poem consists of _____ stanzas and each stanza has _____ lines. (1 mark)

c) The rhyme scheme of the first stanza is: (1 mark)

- i) a b c b
- ii) a b a b
- iii) a a b b
- iv) a b c d

d) Give an example of personification from the third stanza. (2 marks)

e) Quote two words from the poem which show how the rabbit is feeling. (2 marks)

i) _____

f) Why do you think the poet is worried?

(2 marks)

OR

2. Answer the following questions about a poem that you have done in class this year.

a. Title of the poem: _____ (½ mark)

b. Name of the poet: _____ (½ mark)

c. The poem is about (in about 30 words)

(5 marks)

d. I have chosen this poem because (in about 30 words)

(4 marks)

SECTION 2 – PROSE / DRAMA

(10 marks)

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

a. Title: _____ (½ mark)

b. Name of the writer: _____ (½ mark)

c. The novel / story is about (not less than 50 words)

(5 marks)

d. The character I like best (in about 50 words)

(4 marks)

F. Composition.



(20 marks)

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

1. Write a letter to your favourite character in a television serial you like to watch.
2. Give a description of the town/village you live in entitled:
“Welcome to my town/village.”
3. “Write a story that ends with the words “..... and that is why my friend didn’t come to school yesterday.”
4. A trip to remember.

Title no:

