

**FORM 3**

**ENGLISH**  
**LISTENING COMPREHENSION**

**TIME: 15 minutes**

**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. You will be given three minutes to read the questions based on the passage. I shall then read the passage at normal reading speed. You may take notes 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 the answers.*

- a. 3 minutes – Students read questions
- b. 3 minutes – Teacher reads passage aloud while students take notes
- c. 3 minutes – Students answer questions
- d. 3 minutes – Teacher reads passage again and students have possibility to answer questions
- e. 3 minutes – Final revision

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TIME: 15 minutes

TEACHER'S PAPER

Michael Obi's hopes were fulfilled much earlier than he had expected. He was appointed headmaster of Ndume Central School in January 1949. It had always been a conservative school, so the Mission authorities decided to send a young and energetic man to run it. Obi accepted this responsibility with enthusiasm. He had many wonderful ideas and this was an opportunity to put them into practice. He had had a good secondary school education and officials considered him a 'pivotal teacher'. This set him apart from the other headmasters in the mission field. He was outspoken in his condemnation of the narrow views of these older and often less-educated ones.

'We shall make a good job of it, shan't we?' he asked his young wife when they first heard the joyful news of his promotion.

'We shall do our best,' she replied. 'We shall have such beautiful gardens and everything will be just *modern* and delightful . . .' In their two years of married life she had become completely infected by his passion for 'modern methods' and his criticism of 'these elderly and close-minded people in the teaching field who would be better employed as traders in the Onitsha market'. She began to see herself already as the admired wife of the young headmaster, the queen of the school.

The wives of the other teachers would envy her position. She would set the fashion in everything. Then, suddenly, it occurred to her that there might not be other wives. Wavering between hope and fear, she asked her husband, looking anxiously at him.

'All our colleagues are young and unmarried,' he said with enthusiasm which for once she did not share. 'Which is a good thing, because they will give all their time and energy to the school.'

Nancy was downcast. For a few minutes she became sceptical about the new school; but it was only for a few minutes. Her little personal misfortune could not blind her to her husband's happy prospects. She looked at him. He was stoop-shouldered and looked frail. But he sometimes surprised people with sudden bursts of physical energy. In his present posture, however, all his bodily strength seemed to be behind his deep-set eyes, giving him an extraordinary power of penetration. He was only twenty-six, but looked thirty or more. On the whole, he was not unhandsome.

'I was thinking what a great opportunity we've got at last to show these people how a school should be run,' said Michael. Ndume School was backward in every sense of the word. Mr Obi had two aims. A high standard of teaching was insisted upon, and the school compound was to be turned into a place of beauty.



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**LISTENING COMPREHENSION**

**TIME: 15 minutes**

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

**A. Tick (✓) according to whether the statement is TRUE (T) or FALSE (F). 6 marks**

		<b>T</b>	<b>F</b>
1.	Michael had to wait a long time for his ambition to come true.		
2.	Teachers at Ndume School used modern methods.		
3.	Michael had had a very good education at a university run by the Mission.		
4.	Michael was far better than the other headmasters at the Mission.		
5.	Michael had a poor opinion of the other headmasters and ridiculed them.		
6.	Michael believed that the other teachers were very open-minded.		
7.	Michael believed that most of the teachers were also employed at the market		
8.	Nancy was very much influenced by the opinions of her husband.		
9.	After 2 years of marriage, Nancy became infected at the Onitsha market.		
10.	Michael looked very strong and was always full of energy.		
11.	Michael believed he could change the way a school was organised.		
12.	Michael's sole aim was to improve the teaching at Ndume School.		

**B. Tick (✓) the correct ending in numbers 1 to 4.**

**4 marks**

- Michael Obi was a 'pivotal teacher' because
  - he believed strongly that he would do a good job.
  - his secondary education made him better qualified.
  - he was appointed headmaster at the age of 26.
  - he was a very young and energetic young man..
- Nancy was not enthusiastic about the other teachers being young and unmarried because
  - she would not have any company at the school.
  - there would be a lot of competition for her husband's job.
  - the wives of the other teachers would envy her.
  - she would not be the queen of the whole school.
- Michael preferred the teaching staff to be young and single
  - because they would be closer in age to his wife and himself.
  - so that they would admire and devote a lot of attention to Nancy.
  - because they would be much better as traders at the Onitsha market.
  - so that they could dedicate themselves completely to the school.
- Nancy started having doubts about Michael's new job because
  - she was frightened of being considered the one to set the fashion.
  - she thought Michael was too frail and young for this new job.
  - she felt downcast and blind to her husband's great opportunity.
  - she was afraid there might not be any female company for her.

FORM 3

ENGLISH

TIME: 2 hours

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

Oral Assessment	Listening	Written Paper	TOTAL

**A. Fill in the blanks with either MAKE or DO.**

Every day I get up early to start my chores. First I wake up the children, and then go to the bathroom, shower and (1) \_\_\_\_\_ my hair. Then I go to the kitchen to prepare their lunches and (2) \_\_\_\_\_ a cup of coffee. After the children leave, I (3) \_\_\_\_\_ the washing up. Tomorrow morning, I'll (4) \_\_\_\_\_ an appointment with the hairdresser since I'm going to my children's prize day in the evening. I'll (5) \_\_\_\_\_ the shopping early, get everything ready, and (6) \_\_\_\_\_ my best to be at home before the children come back. I hope I will not (7) \_\_\_\_\_ a fool of myself rushing around like crazy all day. I still have to (8) \_\_\_\_\_ up my mind what to wear for the occasion. I hope I won't (9) \_\_\_\_\_ any mistake and put on anything unsuitable. I want to (10) \_\_\_\_\_ a good impression.

5 marks

**B. Fill in the blanks with a suitable word. The first one (0) has been done for you.**

Nowadays, parents are increasingly (0) **worried** about the safety of their children, and because of (1) \_\_\_\_\_, they are not letting their children (2) \_\_\_\_\_ to play. As a result, a great many children are (3) \_\_\_\_\_ longer playing outside but shutting (4) \_\_\_\_\_ in their rooms and spending time on activities (5) \_\_\_\_\_ as television viewing and computer games.

Yet, (6) \_\_\_\_\_ they had the chance, they would (7) \_\_\_\_\_ get out of the house and go to the cinema, see friends or play sport. In fact, (8) \_\_\_\_\_ asked about what their idea of a good day was, only 1 in 7 said they would turn on the television.

On average, children spend 5 hours a day in front of a screen. Even (9) \_\_\_\_\_, only 1 child in 100 can be classed as a real screen addict, a child (10) \_\_\_\_\_ spends a worrying 7 hours or more watching TV or playing computer games.

5 marks

**C. Fill in the blanks with the correct form of the verb given in brackets. The first has been given as an example.**

The way children spend their free time (0) **is changing** (change) from what it used to be until fairly recently. The use of televisions in bedrooms (1) \_\_\_\_\_ (spread) widely ever since their prices went down. As a result, reading skills (2) \_\_\_\_\_ (suffer). Nevertheless, 57% of children who (3) \_\_\_\_\_ (take) part in a survey last year said that they (4) \_\_\_\_\_ (still enjoy) reading.

Recently, researchers (5) \_\_\_\_\_ (also report) some other disturbing results. They say that it (6) \_\_\_\_\_ (become) rarer for children over the age of 10 to watch television with their parents. Once they are alone in their rooms, children stay up watching television for as long as they wish, at times even late into the night. Consequently, it (7) \_\_\_\_\_ (get) harder to control children's viewing.

One father told the researchers that he (8) \_\_\_\_\_ (draw) up rules when his children were still very young in order to control how much television they watched. It is still not clear whether such rules (9) \_\_\_\_\_ (lead) to more sensible viewing habits for today's children when they (10) \_\_\_\_\_ (grow) older.

5 marks

**D. Fill in the blanks with linking expressions from the box. Each word / expression can be used only once. Two are extra. The first one (0) has been done for you.**

although,	and,	as,	as soon as,	during,	by the time,
moreover,	but,	however,	despite,	then,	while

Last week I decided to visit Gozo. (0) **As** I had never been there before, I was looking forward to it. (1) \_\_\_\_\_ the trip, I sat on the outside deck. When we arrived, I disembarked. (2) \_\_\_\_\_ I found the bus, I travelled to Victoria (3) \_\_\_\_\_ started looking for a snack bar (4) \_\_\_\_\_ I was feeling really hungry. (5) \_\_\_\_\_ the cheap price, the sandwich I ordered was very good. (6) \_\_\_\_\_, I still felt hungry and later on stopped for lunch in Marsalforn. (7) \_\_\_\_\_ I was eating, I enjoyed the beautiful view of the sea. I (8) \_\_\_\_\_ spent the rest of the day touring the island. I visited the temples at Ggantija, and (9) \_\_\_\_\_ I had a coffee it was time to catch the ferry back to Malta. (10) \_\_\_\_\_ I was tired, it had been a good day out.

5 marks

**E. Comprehension: Read the following passage and answer the questions that follow.**

Charlie Stowe waited until he heard his mother snore before he got out of bed. Even then he moved **with caution** and tiptoed to the window. The front of the house was irregular, so that it was possible to see a light burning in his mother's room. But now all the windows were dark. A searchlight passed across the sky, lighting the banks of clouds and probing the dark sky, seeking enemy airships. The wind blew from the sea, and Charlie Stowe could hear behind his mother's snores the beating of the waves. A draught through the cracks in the window-frame stirred his night-shirt. Charlie Stowe was frightened.

But the thought of the tobacconist's shop which his father kept down a dozen wooden stairs drew him on. He was twelve years old, and already boys at the County School mocked him because he had never smoked a cigarette. The packets were piled twelve deep below: packets of Gold Flake and Player's,<sup>1</sup> De Reszke, Abdulla, Woodbines, and the shop lay under a thin haze of stale smoke which would completely **disguise** his crime. That it was a crime to steal some of his father's stock Charlie Stowe had no doubt, but he did not love his father; his father was unreal to him, a sort of ghost, pale, thin, indefinite, who noticed him only occasionally and left even punishment to his mother. For his mother he felt a passionate demonstrative love; her large noisy presence filled the world for him; from her speech he judged her the friend of everyone, from the rector's wife to the 'dear Queen', except the 'Huns',<sup>2</sup> the monsters who hid in Zeppelins<sup>3</sup> in the clouds. But his father's affection and dislike were as indefinite as his movements. Tonight he had said he would be in Norwich, and yet you never knew. Charlie Stowe had no sense of safety as he crept down the wooden stairs. When they creaked he clenched his fingers on the collar of his night-shirt.

At the bottom of the stairs he came out suddenly into the little shop. It was too dark to see his way, and he did not dare touch the switch. For half a minute he sat in despair on the bottom step. Then the regular movement of the searchlight reflected momentarily through the window and the boy had time to memorise the position of the pile of cigarettes, the counter and the small hole under it. The footsteps of a policeman on the pavement made him **grab** the first packet he found and dive for the hole. A light shone along the floor and a hand tried the door, then the footsteps passed on, and Charlie cowered in the darkness.

At last he got his courage back by muttering to himself that if he were caught now there was nothing to be done about it, and he might as well have his smoke. He put a cigarette in his mouth and then he remembered that he had no matches. For a while he dared not move. Three times the searchlight lit the shop, as he tried to find the courage to look for the matches.

But as he moved he heard footfalls in the street, and the sound of several men walking rapidly. Charlie was old enough to feel surprise that anybody was about. The footsteps came nearer, stopped; a key was turned in the shop door, a voice said: 'Let him in,' and then he heard his father, 'If you wouldn't mind being quiet, gentlemen. I don't want to wake up the family.' There was a note unfamiliar to Charlie in the undecided voice. A torch flashed and the electric globe burst into blue light. The boy held his breath; he wondered whether his father would hear his heart beating, and he clutched his night-shirt tightly and prayed, 'O God, don't let me be caught.' Through a crack in the counter he could see his father, one hand held to his high stiff collar, between two men in bowler hats and belted mackintoshes<sup>4</sup>. They were strangers.

adapted from 'I Spy' from 'Collected Stories' by Graham Greene

<sup>1</sup> *Gold Flake, Player's* etc.: English brands of cigarettes

<sup>2</sup> *Huns*: an insulting name given to the Germans during the First World War

<sup>3</sup> *Zeppelins*: large airships used by the Germans during the First World War

<sup>4</sup> *mackintoshes*: raincoats



1. Put a tick (✓) in front of either a, b, c or d.

1 mark

Charlie Stowe's father

- a. was a travelling salesman.
- b. had died during the war.
- c. kept a tobacconist's shop.
- d. worked nights in Norwich.

2. Write down in the space provided whether these statements are **TRUE (T)** or **FALSE (F)** and give a reason for your decision.

5 marks

☐

- a. The only noise Charlie could hear was his mother snoring.

\_\_\_\_\_ *because* \_\_\_\_\_  
\_\_\_\_\_

- b. Charlie felt a lot closer to his mother than to his father.

\_\_\_\_\_ *because* \_\_\_\_\_  
\_\_\_\_\_

- c. Charlie was not sure whether his father had gone to Norwich.

\_\_\_\_\_ *because* \_\_\_\_\_  
\_\_\_\_\_

- d. As he didn't dare to switch on the light, Charlie couldn't see anything in the shop.

\_\_\_\_\_ *because* \_\_\_\_\_  
\_\_\_\_\_

- e. Charlie had just lit a cigarette when his father came in with two men.

\_\_\_\_\_ *because* \_\_\_\_\_  
\_\_\_\_\_

3. What was the searchlight used for?

2 marks

☐

\_\_\_\_\_  
\_\_\_\_\_

4. Why did Charlie's schoolmates make fun of him?

2 marks

☐

\_\_\_\_\_  
\_\_\_\_\_

5. Give 2 facts which indicate that Charlie's father did not pay much notice of him.

2 marks

☐

- i. \_\_\_\_\_  
ii. \_\_\_\_\_

6. What kind of character did Charlie's mother have?

2 marks

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7. Explain the meaning of the following words as they are used in the context: 3 marks

- a. with caution (para. 1) \_\_\_\_\_
- b. disguise (para. 2) \_\_\_\_\_
- c. grab (para. 3) \_\_\_\_\_

8. The following words from the extract are all connected to the lights or the sounds which are so important to the atmosphere of the story. Group them in the 2 boxes below:

3 marks

snore (para. 1 )

probing (para. 1)

haze (para. 2)

pale (para. 2)

creaked (para. 2)

muttering (para. 4)

Light	Sound

Total: 20 marks

F. Literature. Answer EVERY section.

Total: 20 marks

### Section 1 – POETRY

7 marks

i. Give the title of **two poems** you read in class and say who the poets are.

1 mark

- a. \_\_\_\_\_ by \_\_\_\_\_
- b. \_\_\_\_\_ by \_\_\_\_\_

ii. By referring to the theme, figures of speech and rhythm or rhyme, write how **each poet** tried to make the poem interesting.

a. \_\_\_\_\_

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3 marks



- b. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_ 3 marks

**Section 2 – UNPREPARED TEXT**

**7 marks**

***THE WINDMILL***

*Henry Wadsworth Longfellow*

Behold! a giant am I!  
 Aloft here in my tower,  
 With my granite jaws I devour  
 The maize and the wheat and the rye,  
 And grind them into flour.

I look down over the farms:  
 In the fields of grain I see  
 The harvest that is to be,  
 And I fling to the air my arms,  
 For I know it is all for me.

And while we wrestle and strive  
 My master, the miller, stands  
 And feeds me with his hands;  
 For he knows who makes him thrive,  
 Who makes him lord of the lands.

On Sundays, I take my rest;  
 Church-going bells begin  
 Their low, melodious din;  
 I cross my arms on my breast,  
 And all is peace within.

- i. Write down the rhyme-scheme of the first stanza. \_\_\_\_\_ ½ mark
- ii. The whole poem is a figure of speech because of the way the windmill is described. What is the figure of speech called?  
 \_\_\_\_\_ ½ mark
- iii. In the second stanza, mention TWO human things that the windmill does?  
 \_\_\_\_\_ 2 marks
- iv. Find 2 examples of alliteration from stanza 3.  
 \_\_\_\_\_ 1 mark
- v. In the last stanza, what TWO actions of the windmill suggest that it is human?  
 \_\_\_\_\_ 2 marks
- vi. Why is the windmill important to the miller?  
 \_\_\_\_\_ 1 mark

### Section 3 – PROSE and DRAMA

6 marks

- i. Give the title of a **novel** you read in class this year and write a paragraph about your favourite character, describing what you admire in this character. 3 marks

*title of novel*

*author*

- ii. Describe an important episode in a **play** you read in class this year. Give a reason for your answer. 3 marks

*title of novel*

*author*

### G. Composition.

Write a composition of about 250 words on ONE of the following;

1. Continue the **dialogue** between a shop assistant and a customer who has gone to complain about a faulty item bought from the shop.

Shop Assistant. *Good morning! How can I help you?*

Customer. *Good morning! I've come about this .....*

2. My two favourite relatives

3. Your local council is asking for suggestions about what projects to start in your locality. Write a **letter** to the secretary of the local council in which you put forward some ideas for the projects. You may mention some of the following as well as any others you consider worthwhile:

- a car park (where?)
- cover the sports field with artificial turf
- put the street market somewhere else (where?)
- start free computer lessons for adults
- build a home for the elderly (where?)

*title number* \_\_\_\_\_

[illegible]

**20 marks**