

SUBJECT Title	ENGLISH LANGUAGE
Paper No. / Title	Paper 1 – Listening Comprehension Test
Subject Code No.	0530

ENGLISH LANGUAGE 1

INSTRUCTIONS FOR THE CONDUCT OF SECTION A

(Listening Comprehension Test – 5 marks)

These instructions are for the use of the teacher only and must not be shown to the candidates.

The question paper for the Listening Comprehension test should be distributed to the candidates. Candidates should be instructed to enter the details required on the front cover but NOT to open the question paper until they are told to do so after the first reading of the Listening Comprehension passage (see below).

The complete test should take 25 minutes. The timing commences at the beginning of the first reading of the passage. The short time allowed to candidates for reading the questions should be two minutes.

If the teacher considers it desirable to give an extra reading of any group of words because of some noise outside or for any other good cause, this can be done. If this is found necessary, the cause must be reported to the Regional Delegation of Secondary Education on the special report form.

The procedure for giving the Listening Comprehension test is explained in the following announcement which the teachers should read to the candidates immediately before the test:

I shall read a passage to you once. You are not allowed to write anything during this first reading. Do not look at your question paper. (First reading)

The timing of the test (25 minutes) commences at this point. The teacher should read the passage through at normal reading speed, avoiding any distortion of features of spoken language. The teacher then announces:

Now open your question paper. I shall give you two minutes to look at the questions on the paper. They are grouped into three sections. Do not write anything.

The teacher allows an interval of two minutes and then announces:

I shall now read the passage through again but this time in three stages. When I have finished reading the first section you will be given two minutes in which to provide answers to the first section of the questions. Your answers must be given as instructed in the booklet. This procedure will then be repeated for the other sections. You will be allowed two minutes at the end of the test for final revision. You may still look at the questions and you may make notes on your blank sheet of paper, if you wish, as I read.

First Section

The teacher should read the sections aloud pausing for about 4 seconds at each slant line. A two-minute interval should be respected after each section. Two minutes after reading the third section the teacher should make the following announcement.

You now have the remainder of the 25 minutes for final revision.

LISTENING PASSAGE

SECTION A

I met Frank, my fiancé, during his first posting in Limbe. We became so intimate that we decided to get married. During his 29th birthday celebration, he invited many of his friends among whom was this elegant young man called Ibrahim, who happened to be his most intimate friend. They were classmates both in primary and secondary schools. While Frank finished college and went to the university, Ibrahim dropped out and went to America where he engaged himself in many business activities. He transacted articles like second hand cars and electronic appliances. He was a rich guy who owned many cars and was soaked in money that he was a dream man for most young girls.

SECTION B

During the party, he saw me and started making passes at me. I politely told him that the celebrant who at the same time was his friend, was my fiancé and that we were planning to get married in a year's time. He smiled and gave me his business card saying as humans, we can always look forward to having better partners.

On my way to work the following week, he met me and drove me to the office and promised to come back during break to take me out for lunch. I felt he was only being nice. We had a marvelous time together as the lunch was so fantastic. He gave me a good treat. It is during this time that he revealed all the horrible things Frank my fiancé had been telling him about me. He said among other things that he was ready to give me a better life in America. He then promised to make a passport for me within one week but cautioned that Frank should not know about it.

SECTION C

We had a safe flight to America. There in America he became so fond of me and treated me like a queen, spoiling me with lofty gifts. After six months in America, the promising future turned gloomy. Little did I know that the man I was moving around with was trafficking in hard drugs. On one of his trips, he was caught with hard drugs, arrested and later jailed for 20 years, leaving me in the middle of nowhere. It is in this frustration that I discovered that all the horrible things he had been saying about Frank were lies. But I had lost Frank to a good for nothing drug dealer. I now found myself in a foreign land with nobody to turn to. Life became a misery and I wished I had never met this Ibrahim.

SOURCE: Adapted from WASSCE June 1988.

0530/1/2022

ENG O/L

**SOUTH WEST REGIONAL MOCK EXAMINATION
GENERAL EDUCATION**

The Teachers' Resource Unit (TRU) in collaboration with the Regional Pedagogic Inspectorates and the Subject Teachers' Association (STA)	Subject Code 0530	Paper Number 1
CANDIDATE NAME CANDIDATE NUMBER CENTRE NUMBER	Subject Title ENGLISH LANGUAGE	
ORDINARY LEVEL		

Time Allowed: One hour thirty minutes

INSTRUCTIONS TO CANDIDATES:

1. USE A SOFT HB PENCIL THROUGHOUT THIS EXAMINATION.
2. DO NOT OPEN THIS BOOKLET UNTIL YOU ARE TOLD TO DO SO.

Before the Examination begins:

3. Check that this question booklet is headed "Ordinary Level – 0530, ENGLISH LANGUAGE, Paper 1".
4. Insert the information required in the spaces provided above.
5. Without opening the booklet, pull out the answer sheet carefully from inside the front cover of this booklet. Take care that you do not crease or fold the answer sheet or make any marks on it other than those asked for in these instructions.
6. Insert the information required in the spaces provided on the answer sheet using your HB pencil:

Candidate Name, Centre Number, Candidate Number, Subject Code Number and Paper Number.

How to answer questions in this examination:

7. Answer ALL the 50 questions in this examination. All questions carry equal marks.
8. Non-programmable calculators are allowed.
9. For each question there are four suggested answers, A, B, C, and D. Decide which answer is correct. Find the number of the question on the Answer sheet and draw a horizontal line across the letter to join the square brackets for the answer you have chosen. For example, if C is your correct answer, mark C as shown below:

(A) (B) (~~C~~) (D)

10. Mark only one answer for each question. If you mark more than one answer, you will score zero for that question. If you change your mind about an answer, erase the first mark carefully, and then mark your new answer.
11. Avoid spending much time on any question. If you find a question difficult, move to the next question. You can come back to this question later.
12. Do all rough work in this booklet using, where necessary, the blank spaces in the question booklet.
13. Mobile phones are NOT ALLOWED in the examination room.
14. You must not take this booklet and answer sheet out of the examination room. All question booklets and answer sheets will be collected at the end of the examination

SECTION A: LISTENING COMPREHENSION (5MARKS)

Using only the material read to you from the Listening comprehension passage, answer each of the following questions as directed.

Choose the best answer from the alternative (A, B, C or D) for each of the questions below.

SECTION A

- (1) Frank and Ibrahim were:
(A) business partners.
(B) intimate friends.
(C) bush fallers.
(D) university classmates.
- (2) Ibrahim attended the birthday celebration by:
(A) invitation.
(B) chance.
(C) intent.
(D) coincidence.
- (3) Ibrahim was a dream man for most young girls because he was:
(A) a great traveler.
(B) quite romantic.
(C) stupidly rich.
(D) very handsome.

SECTION B

- (4) Why did the speaker explain her relationship with Frank to Ibrahim?
(A) She spent a marvelous time with Ibrahim.
(B) Ibrahim gave her a good treat.
(C) Ibrahim was her fiancé's friend.
(D) She was suspicious of Ibrahim.
- (5) What did Ibrahim caution the speaker about?
(A) Frank should not know their plans.
(B) Frank should not know they had lunch together.
(C) Frank should not come close to her again.
(D) She should not get married to Frank.

(6) You have just heard the word "Secrets" read to you from the passage. Which word below has the same vowel sound as the one in the underlined syllable of the word "Secret?"

- (A) break.
(B) queen.
(C) things.
(D) friend.

SECTION C

(7) You have heard the word "arrested" read to you. Which of the following words is similarly stressed as the word "arrested"?

- (A) Cameroon.
(B) misery.
(C) family.
(D) disturbance.

(8) The speaker and Ibrahim lived in America for:

- (A) 6 weeks.
(B) 6 months.
(C) 12 months.
(D) 12 weeks.

(9) Life in America turned gloomy for the speaker because:

- (A) She had to be deported back home.
(B) Ibrahim left her for another woman
(C) Ibrahim was caught with hard drugs and jailed.
(D) She discovered Ibrahim was a drug dealer

(10) The moral of this passage is embedded in one of the following proverbs:

- (A) A bird in hand is worth twenty in the bush
(B) A stitch in time saves nine.
(C) All that glitters is not gold.
(D) Prevention is better than cure.

SECTION B: READING COMPREHENSION (7 ½ MARKS)

A major difference between our mothers' era and today is that nowadays there are so many women's organizations. This view of a farmer woman from the north-west of Cameroon is shared by many rural women. It is a phenomenon which can be seen in many developing countries and not only on the African continent. But traditionally there have been, and still are, special groupings in many of Africa's ethnic groups in which women get together. Primarily organised on a neighbourhood basis, these groupings 5 have mainly served to organise and conduct joint festivities, but they have also provided mutual assistance in emergency situations – for example in times of sickness, during pregnancy, and during and after giving birth.

This idea of mutual support in a specific situation is still the starting point for many women's groups nowadays. On the grounds that the groups mobilise their own physical and intellectual resources to 10 improve their situation, they can be regarded legitimately as self-help groups. In comparison with traditional groups, the groups of today have more ambitious objectives and perform a wider range of activities.

The majority of women in Africa are disadvantaged on account of their social position and are therefore especially affected by the changes and economic and political crises of recent decades. Rural women are confronted in particular by the problem that their husbands are no longer able or willing to 15 fulfill their obligations towards the family, and the women are increasingly having to earn money not only to feed their children, but also to finance their education. The women's main aim is, therefore, to raise their income and thereby improve their material situation.

For many women, one reason for organising themselves is to work together in the fields, because much of this work still has to be done manually. In many regions of West Africa, women are still 20 responsible for food production. In other regions, the exodus of the men in search of work means that the women are increasingly obliged to take on the management of agricultural production themselves. The joint farming of fields in private or group ownership enables larger areas to be cultivated. It also makes it easier to cope with peak workloads.

The women are usually only able to make a small profit from the sale of crops or raw materials 25 for processing on the local market. For this reason, in addition to working jointly in the fields, the establishment of savings and loans schemes in the group is of central importance. Many groups start off as savings associations; the frequently cited money-go-rounds or tontines. The women pay in a fixed amount

weekly or monthly, and the total amount is then paid out to one group member at a time. A wide variety of forms of savings and loan allocation exist. For example, amounts of money can be paid in voluntarily 30 which are then paid out to other group members as interest-bearing loans. At the end of the year – or when the time comes to buy new seed or to pay children’s school fees – the interest gained is paid out according to the **deposits** made. Insurances, known as trouble funds, are also taken out and provide group members with financial support in difficult situations such as sickness or a death in the family. A very important factor is that whatever has been saved in the group fund is protected from access by the husband. 35

The women naturally have a major interest in boosting their small income directly or indirectly by working together within the group. Small cooperative shops offering everyday items (palm oil, salt, soap, matches, tomato puree and stock cubes) to group members at a reduced price are therefore regarded in themselves as a significant achievement of cooperative work.

A significant part of women’s groups’ efforts targets easing the workload involved in 40 processing their products: they operate corn mills, cassava milks or oil mills as a group project, and may often buy a hand-cart as a group. The time and energy women save by using a jointly operated machine is often utilised by the women to expand agricultural production or to set up a small business.

Sometimes the women also decide to venture into new territories and enter a domain traditionally reserved to the men. They try their hands at cooperative livestock farming or at growing vegetables 45 exclusively as cash crops for the market. In the north-west of Cameroon, several groups successfully started to run small oil-palm plantations independently and were ultimately able to profit themselves from palm-oil production and marketing. Traditionally, women were obliged to manufacture palm-oil in a labour-intensive process from the palm-nuts of their husbands’ plantations and sell the oil at the local market; the income had to be handed over to the men, often leaving the women with only the unsalable oil remaining as their recompense. 50

Source: Christine Bongwa et al Passport to English

Malaysia: Macmillan Education L’ted, 2001

Choose the letter (A, B, C or D) that corresponds to the most suitable answer in each case

- (11) The view that there are many women's organisations nowadays than before is that of a woman from the _____
(A) south west.
(B) north west.
(C) rural area.
(D) neighbourhood.
- (12) The women groups are organised to serve all but one of the following:
(A) fight against male domination.
(B) organise and conduct joint festivities.
(C) offer assistance to women.
(D) give mutual support in specific situations.
- (13) These Women's groups are considered self-help-groups' because they _____
(A) are organised in the neighbourhood.
(B) are special ethnic groups.
(C) are farmer women groups.
(D) pull their resources together to better themselves.
- (14) How different are these women organisations of today from the traditional groups?
(A) They have younger and more vibrant women.
(B) They know exactly what they want.
(C) They are more ambitious and engage in diverse activities.
(D) They have overthrown the men.
- (15) The African women are disadvantaged because:
(A) They cannot do what men can do.
(B) Their husbands cannot provide for them.
(C) They are rural women.
(D) Their social position.
- (16) The money these women earn is used to
(A) clothe themselves and their children.
(B) compete with their friends.
(C) feed and educate their children.
(D) maintain their husbands and secure their.
- (17) "----the exodus of the men in search of work----"
(Line 21). Which of the following best explains the meaning of the word "exodus" as used in this context?
(A) movement.
(B) departure.
(C) absence.
(D) presence.
- (18) According to this passage, women are responsible for food production as well as:
(A) managing the agricultural production.
(B) transporting the products to the market.
(C) taking care of the family.
(D) pressurizing the men.
- (19) "----in addition to working jointly in the fields----"
(Line 26). "jointly" as used here is a/an:
(A) adverb.
(B) adjective.
(C) verb.
(D) noun
- (20) How beneficial is the savings and loan schemes to the women?
(A) It makes them equal to men.
(B) They became good managers.
(C) They come out to be better entrepreneurs.
(D) It boosts their income.
- (21) The women protecting their savings from their husbands is an indication that the women are:
(A) domineering.
(B) independent.
(C) smart
(D) self- sufficient.
- (22) According to the passage, the women have broken a stereotype by:
(A) operating mills to process their products
(B) venturing into domains traditionally themselves toward group success.
(C) committing themselves towards group success.

- (D) working side by side the men.
- (23) According to the passage, the income the women get from selling palm oil is handed over to the men, leaving them with only the unsalable oil as their recompense. Which of the following means almost the same as 'recompense'?
- (A) gift.
(B) reward.
(C) bribe.
(D) award
- (24) Which of the following is true according to the passage?
- (A) Women nowadays work hard and give the money to their husbands.
(B) Women only take care of their children when their husbands are not around.
(C) Women and men work together and share the income equally.
(D) In the past, women handed over all the money they got from palm oil they made from their husbands' palm nuts to them.
- (25) The author of this passage is surely a _____:
- (A) human rights activists.
(B) male chauvinist.
(C) feminist.
(D) philanthropist.

SECTION C: GRAMMAR: (7 ½ MARKS)

Read carefully the instructions for each question or set of questions before answering. Choose the best answer from the alternative (A, B, C or D) that completes each sentence.

- (26) These are the locals _____ are helping the christians to grow in their spirituality.
- (A) which.
(B) who.
(C) that.
(D) whom.
- (27) _____ rich people are, they always seen anxious to make _____ money.

- (A) however / much.
(B) whatever / more.
(C) whatever /much.
(D) however / more.
- (28) Having prepared so well for the examination, Mathy _____ a sense of accomplishment.
- (A) felt.
(B) had felt.
(C) is feeling.
(D) has felt.
- (29) He was advised to repair the old car, rather than _____ a new one.
- (A) purchased
(B) purchase
(C) purchases
(D) purchasing
- (30) The guard and _____ went to the castle to welcome the princess.
- (A) me
(B) I
(C) he
(D) him
- (31) Mary's dedicated _____ tiredless efforts made all the difference.
- (A) but
(B) with
(C) as
(D) and
- (32) I always wonder _____ winning the game.
- (A) about
(B) at
(C) in
(D) for
- (33) He called me while I _____ Television.
- (A) watched
(B) am watching
(C) was watching
(D) had watched

- (34) _____ you hit your goals, the company will increase your monthly salary.
- (A) If
 - (B) Unless
 - (C) Whether
 - (D) Wherever
- (35) Insecurity has made people not keep late nights again _____?
- (A) isn't it
 - (B) hasn't it.
 - (C) haven't it.
 - (D) shouldn't it.
- (36) "I wonder where I have kept my bag. "Grand Ma wandered where she _____ her bag.
- (A) kept.
 - (B) did keep.
 - (C) had kept.
 - (D) will keep.
- (37) Moma was hungry but could not find something to eat-----
- (A) anywhere.
 - (B) nowhere.
 - (C) somewhere.
 - (D) everywhere.
- (38) This is _____ man _____ daughter had the best O/L results last year.
- (A) a / whose.
 - (B) the / which.
 - (C) the / whose.
 - (D) a / which.
- (39) Which of the following sentences is in the active voice?
- (A) Food is cooked everyday.
 - (B) Many food items were given to IDPs in our locality.
 - (C) Prisoners are always poorly treated.
 - (D) Education changes lives.
- (40) Which of the following sentences is correctly punctuated?

- (A) "Hi my dear! Where have you been?" Mary asked her sister.
- (B) Hi my dear! "Where have you been?" Mary asked her sister.
- (C) Hi my dear, where have you been? Mary asked her sister.
- (D) "Hi my dear? Where have you been" Mary asked her sister.

SECTION D: VOCABULARY (5 MARKS)

Choose the alternative (A, B, C or D) that best fills the gap.

- (41) The firemen had to _____ the room to rescue the children.
- (A) broke down.
 - (B) break in.
 - (C) broke in.
 - (D) break into.
- (42) I do a lot of reading in my _____ time.
- (A) extra.
 - (B) past.
 - (C) free.
 - (D) idle
- (43) _____, people are learning to mind their business.
- (A) Nowadays.
 - (B) Nowourdays.
 - (C) Now our days.
 - (D) Now a days.
- (44) When we are young, we _____ to imagine what we shall become in future.
- (A) turn.
 - (B) ten.
 - (C) tend.
 - (D) tern.
- (45) A _____ of pastors was present at the Diamond Jubilee Celebration of the P.C.C.
- (A) college.

- (B) group.
- (C) choir.
- (D) team.

(46) Since there was no sponsor, my sister abandoned her dream of becoming an artist. Which of the following words can best replace the underlined word?

- (A) fled
- (B) achieved
- (C) retained.
- (D) deserted.

(47) The path started to ascend more steeply. Which is similar in meaning to the underlined word?

- (A) decline.
- (B) ameliorate.
- (C) aggravate.
- (D) escalate.

(48) The students always find it difficult to grasp abstract concepts. Which word is opposite in meaning to the underlined word?

- (A) ideal
- (B) practical
- (C) abstruse.
- (D) vague

(49) Our team was caught napping when the opponent team scored the goals. Which of the following best explains the underlined expression?

- (A) The team was sleeping.
- (B) The team was taken unaware.
- (C) The team was very tired.
- (D) The team was cheating.

(50) One of the rules of the game was 'no quarreling amongst opponents'. "quarreling" as used here is a / an:

- (A) noun.
- (B) verb.
- (C) adjective.
- (D) adverb.

***GO BACK AND CHECK YOUR WORK**