

FORM 1

**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. The passage will be read 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. I shall read the passage 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 – Candidates read questions.
- b. 3 minutes – Teacher reads passage aloud for the first time while candidates take notes.
- c. 3 minutes – Candidates answer questions.
- d. 3 minutes – Teacher reads passage for the second time. Candidates may answer more questions.
- e. 3 minutes – Candidates revise final answers.

| | | |
|--------------------------------|----------------|-------------------------|
| FORM 1 | ENGLISH | TIME: 15 minutes |
| LISTENING COMPREHENSION | | |

Teacher's Paper

And now for the next part of our tour. Today we will visit Big Ben.

High above the Palace of Westminster in London, the clock tower commonly known as Big Ben is one of the most popular British landmarks.

As one of the most accurate mechanical clocks, Big Ben marked a big leap in the development of clocks.

St. Stephen's Tower is the official name of the building. There are various stories surrounding the origin of the name "Big Ben", which was originally only given to the large hour bell.

Most people think that it was named after Sir Benjamin Hall, the commissioner of works at the time when the clock tower was built. Others think that it was named after a heavyweight prize fighter of the time. The name stuck, and eventually the entire tower was called Big Ben.

Big Ben is 97 metres high. The clock faces are extraordinary for their size, measuring 7 metres in diameter with the hollow, copper minute hands measuring 4 metres in length and hour hands measuring 3 metres. Big Ben's most important aspect is its symbolic status. For example, a light above the clock shines whenever Parliament is meeting.

That symbolism was particularly seen in World War II, as the clock tower remained undamaged and continued to operate in spite of the German bombing raids. The clock, which is well-known for being accurate, rarely shows an error greater than one second.

Today Big Ben is one of London's best-known landmarks, and the deep pealing of its bell is among the city's most familiar sounds.

FORM 1

**ENGLISH
LISTENING COMPREHENSION**

TIME: 15 minutes

Name: _____

Class: _____

A. Underline the correct statement.

(3 marks)

1. Big Ben is a
 - (a) digital clock.
 - (b) mechanical clock.
 - (c) cuckoo clock.
2. Sir Benjamin Hall was the
 - (a) commissioner of works.
 - (b) mayor.
 - (c) heavyweight fighter.
3. The faces of the clock are
 - (a) 3 metres across.
 - (b) 4 metres across.
 - (c) 7 metres across.

B. Tick (✓) if the statements are TRUE or FALSE.

(5 marks)

| | | TRUE | FALSE |
|----|--|------|-------|
| 1. | Big Ben is found in London. | | |
| 2. | The clock inside Big Ben is very often not accurate. | | |
| 3. | Big Ben is not the official name of the building. | | |
| 4. | Big Ben is 100 m high. | | |
| 5. | A light under the clock shines when Parliament is meeting. | | |

C. Fill in with words or numbers you hear in the passage.

(2 marks)

1. The minute hands are _____ metres long while the hour hands are _____ metres long.
2. The minute hands are made of _____ and are _____.

10 marks

FORM 1

ENGLISH
COMPREHENSION TEXT

SECTION B: READING COMPREHENSION

Read the following text and then answer the questions on the Language Paper.



DON'T THROW IT AWAY

People didn't use to throw things away. We used to mend our clothes and we used to wear shoes until they got torn. When we bought things, we used to carry shopping baskets, so we didn't need many plastic bags. And we didn't use to buy so much in the first place.

- 5 Nowadays, we use so much more and so we produce more rubbish. We can all save money and help the environment by making simple changes to the way we buy and use these products. The UK is one of the worst recyclers in Europe but the *Recycle Now* campaign wants to change that. If you are not already recycling, find out more about how easy **it** is and how you can really make a difference. For those who already recycle, find out about the
- 10 positive effect your recycling has and find out what else you may do.

Recycle Now has made some TV adverts **which** show the recycling of metal cans, glass bottles and paper into interesting new everyday objects. One advert shows a town with cars, trains, buildings and even planes made of metal cans.

- 15 In 2005 UK designer Oliver Heath planned the first home to be built entirely from recycled materials, including yoghurt pots and glass bottles. There are new uses for ordinary products. For example, glass bottles can be turned into bricks, rubber car tyres into carpets and plastic cups into pencils. You can also buy pens made from recycled computer printers, rulers made from juice cartons, jewellery made from plastic bags, and bags made from bottle tops or CDs.

- 20 So don't throw things away! All the items you recycle can be made into something useful, even stylish and fun. As *Recycle Now* says: "The possibilities are endless!"

Name: _____

Class: _____

| Oral Assessment | Listening Comprehension | Written Paper | TOTAL |
|-----------------|-------------------------|---------------|-------|
| | | | |

SECTION A: LANGUAGE

15 MARKS

A. Underline the correct form of the verb. The first one (0) has been done for you.

5 marks []

Last week, many Maltese (0) (saw / will see / are seeing) a mysterious fireball flashing across the night sky. Various TV channels (1) (reported / will report / are going to report) that it was a missile. In an interview with a newspaper, the well-known astronomer John Zammit said, “Yesterday, while I (2) (read / was reading / will read) some newspaper reports, I (3) (thought / were thinking / am going to think) that the fireball was probably a meteor. At this time of the year, meteors often (4) (shot / shoot / is shooting) across the night sky. I (5) (am now planning / was now planning / will now be planning) to organise a TV programme in which I (6) (explained / am going to explain / have explained) a few things about meteors. I (7) (will show / have shown / showed) why and when they appear. In the programme I (8) (was including / will include / included) a number of video clips about meteors. Yesterday, I (9) (laughed / have laughed / will laugh) when I (10) (listened / listening / am going to listen) to such fantastic theories about the fireball.”



B. Underline the correct word in brackets. The first one (0) has been done for you. 5 marks



Kyle is an Australian boy. He is interested (0) (in / out / from) wildlife. Last week, while he was playing football in his garden he stopped (1) (so / because / why) he found some eggs. He thought they belonged to a lizard (2) (and / either / or) a snake. Since he likes reptiles, he first put the eggs in a container and (3) (then / before / following) hid them in his bedroom cupboard (4) (but / because / then) did not lock the door properly. The next day, his mother found the container (5) (while / or / and) saw that there were six small snakes inside. The eggs had hatched.

‘(6) (Why / Where / What) did you find those snakes? Why don’t you take (7) (it / them / her) to the Wildlife Care Centre?’ his mum shouted.

Soon (8) (after / before / later) Kyle went to the Centre. (9) (When / While / Where) he arrived, he gave the container to the reptile coordinator. (10) (But / Although / Also) they were small the reptile coordinator realised that the snakes in the container were Eastern Brown snakes – the most poisonous type of snake in Australia.

C. Put the adjective in the correct form. The first one (0) has been given as an example. 5 marks []

My brother John is (0) richer than I am. His house is (1) _____ (large)

than mine. His car is also much (2) _____ (fast) than

mine. He is (3) _____ (tall) than me but I am

(4) _____ (thin) than him and people say I am a

much (5) _____ (nice) person. Although he has a

(6) _____ (big) garden, the flowers in my garden are

(7) _____ (beautiful). I think that I am a

(8) _____ (happy) person than him, even though he

is the (9) _____ (famous) baker in Malta and makes some of the

(10) _____ (fine) bread on the island.



SECTION B: READING COMPREHENSION

Read the passage “*Don’t Throw It Away*” which is on a separate sheet, and then answer the following questions.

1. Give **TWO** examples of how people used to recycle things in the past. 2 marks []
 - a) _____
 - b) _____

2. Nowadays people buy: 1 mark []
 - a) more things and produce less rubbish.
 - b) more things and produce more rubbish.
 - c) fewer things and produce less rubbish.
 - d) fewer things and produce more rubbish.

3. Continue the following sentences by writing **ONE** word in each blank from the passage: 4 marks []

But now we _____ so much more and so we produce more _____.

We can all save money and help the _____ by making simple _____ to the way we buy and use these products.

4. Underline the correct answer: 1 mark []
 - a) Europe is one of the worst recyclers in the world.
 - b) Europe is one of the best recyclers in the world.
 - c) The UK is one of the worst recyclers in Europe.
 - d) The UK is one of the best recyclers in Europe.

5. What does the *Recycle Now* campaign want to do? Give **TWO** answers. 2 marks []
 - a) _____
 - b) _____

6. List the **THREE** materials that can be turned into everyday objects: 3 marks []
 - a) _____
 - b) _____
 - c) _____

7. a) Who is Oliver Heath?

b) What did he do in 2005?

1 mark []

8. What can be made from the objects in column A? Match column A with column B.

The first one (0) has been done for you.

3 marks []

COLUMN A

COLUMN B

- | | |
|----------------------|-----------------------------------|
| 0. glass bottles | <u> c </u> |
| 1. rubber car tyres | <u> </u> |
| 2. plastic cups | <u> </u> |
| 3. computer printers | <u> </u> |
| 4. juice cartons | <u> </u> |
| 5. plastic bags | <u> </u> |
| 6. bottle tops | <u> </u> |

- a) pencils
- b) pens
- c) bricks
- d) carpets
- e) rulers
- f) bags
- g) jewellery

9. What do the following words refer to in the text?

2 marks []

a) it (line 8) _____

b) which (line 11) _____

SECTION C: LITERATURE

20 MARKS

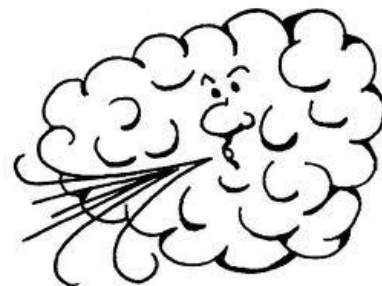
PART I: POETRY

(10 marks)

Read the poem below carefully, then answer the questions that follow.

I am the Wind by Julia Pearson

I am the wind
 Running a *reckless race
 Through the town and countryside,
 Through the air, across the fields.
 Over the ocean, beside rivers,
 Blowing clouds across the sun's face,
 Buffeting birds flying home.
 I fight the trees, pulling away their covering of leaves,
 Stealing hats and filling the sails of a sailing yacht.
 I am the wind running in a reckless race
 Against myself.



* *reckless means not caring about the danger*

1. Underline the correct answer.

A. ***"I am the wind"***

In this poem **"I"** is the

- a) poet.
- b) wind.
- c) bird.
- d) tree.

B. The poem

- a) describes the fast movement of the wind.
- b) describes how the weather changes.
- c) describes the countries where the wind goes.
- d) tells us that the wind is like a thief.



C. ***"I am the wind"***

Running a reckless race"

Here, the poet imagines that the wind

- a) is like a disaster.
- b) is like a person running wildly in a race.
- c) never stops moving slowly in circles.
- d) is like a car in a race.

2. Write down **THREE** places where the wind blows.

1½ marks []

3. Write down **THREE** action words found in the poem.

1½ marks []

a) _____ b) _____ c) _____

4. Underline the correct answer.

1 mark []

"I fight the trees" – In this line we imagine that the wind is fighting against the trees.

This is called a _____.

5. Answer the following:

a) ***"Running a reckless race"*** – Which sound is repeated here? _____ ½ mark []

b) This is called (a simile / an alliteration / a personification / a metaphor). 1 mark []

6. Underline the **THREE** sentences that best describe the wind as found in this poem.

1½ marks []

- a) It is smooth and gentle.
- b) It is not afraid of danger.
- c) It has a lot of energy.
- d) It is beautiful.
- e) It is wild.
- f) It has a lot of enemies.
- g) It is kind.

PART II: PROSE

Read the following passage carefully then answer the questions below.

Icarus

*Icarus is going to use his wings.
He will fly for the first time.*

I stood on the high rocks with my father. We were looking down at the blue green water and watching the white waves crashing against the rocks.

In our hearts, we thought: would our wings work? Would we really be able to fly like one of those birds flying above?

We knew the danger we faced. My father, Daedalus had warned me, “Fly not near the water, my son, nor near the sun, or the wax on your wings will melt.” I remembered his words.



I heard Daedalus say in his gentle voice, “My son, it is time to go.”

Together, we flew out over the sea. Then I saw the sun like a red ball of fire in the sky. It was so red and angry. I flew nearer.

I heard Daedalus cry out, “Icarus, remember my warning!”

1. Tick (✓) whether the following statements are **TRUE** or **FALSE**. 2 marks []

| | TRUE | FALSE |
|---|------|-------|
| a) The narrator of this story is called Icarus. | | |
| b) In the first line, Icarus and Daedalus are standing on high rocks. | | |
| c) Icarus asked two questions out loud while standing on the rocks. | | |
| d) Icarus remembered his father’s warning. | | |

2. The writer uses **THREE** colours to describe the water. List the colours. 1½ marks []

3. Copy words that describe the waves. ½ mark []

4. Underline the correct answers. 2 marks []
- a) *“Like a red ball of fire”* is a (metaphor / personification / rhyme / simile).
- b) This shows us that the sun was (very hot / beautiful / a large circle / like a shiny ball).
5. Underline the correct answers. 3 marks []
- The sun is described as – *“red and angry”*.
- a) This figure of speech is (a simile / an alliteration / a contrast / a personification).
- b) This line shows that the sun was so hot that it looked like (a hot-tempered and angry person / a happy person / a warm person / fireworks).
- c) We realize that the sun was (beautiful / dangerous / amazing / great).
6. Read these sentences taken from the passage: 1 mark []
- “Together, we flew out over the sea. Then I saw the sun like a red ball of fire in the sky. It was so red and angry. I flew nearer.”*
- Now complete the sentence:
- In this part of the story, the narrator feels _____

SECTION D: COMPOSITION**25 MARKS**

Write between 100 and 150 words on ONE of the following:

1. You had a school outing and you really had fun. Write a **letter** to your uncle who lives in England telling him about this outing. You can write about where you went, what you did and saw, who came with you, how you spent your time and why you liked it. Your address is 28, Bridge Street, Mosta MST 1234.
2. A local radio station is running a “Best Friend of the Year” competition. You are very interested in participating in this competition. Write a composition **describing** your best friend. You can describe his/her physical appearance, personality, the way s/he dresses, special characteristics and habits.

This vocabulary might help you: *lovely smile, quite slim, short hair, intelligent, sense of humour, confident, cheerful, optimistic.*

