

**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.

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**Teacher's Paper**

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

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

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

St. Stephen's Tower is the official name of the structure. 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 constructed. Another popular theory is that it was named after a heavyweight prize fighter of the time. The name "Big Ben" stuck, and eventually evolved to apply to the clock, and later, the entire tower.

Big Ben stands at a height of 97 metres. The clock faces are equally 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. Though the structure itself is impressive, Big Ben's most important aspect is its symbolic status. For example, a light above the clock shines whenever Parliament is in session, showing the continued functioning of the British government.

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

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

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**TIME: 15 minutes**

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

**A. Tick (✓) if the statements are TRUE or FALSE. (4 marks)**

		TRUE	FALSE
1.	Big Ben is a well-known attraction in Paris.		
2.	It is unfortunately not an accurate clock.		
3.	Big Ben was originally the name of the hour bell.		
4.	Some people think that it was named after a heavyweight fighter.		

**B. Fill in with words or numbers you hear in the passage. (2 marks)**

- The minute hands are \_\_\_\_\_ metres long while the hour hands are \_\_\_\_\_ metres long.
- The minute hands are made of \_\_\_\_\_ and are \_\_\_\_\_.

**C. Underline the correct answer. (4 marks)**

- When parliament is in session there is light **under** / **over** / **through** the clock.
- Big Ben is famous for its **sound** / **colour** / **height**.

**10 marks**

FORM 1

ENGLISH LANGUAGE  
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 wore out. When we bought things, we used to carry shopping baskets, so we didn't need countless plastic bags. And we didn't use to buy so much in the first place. However, now we consume more and so we produce more rubbish.

- 5 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 aims 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, discover the positive effect your recycling has and find out what else you may do.
- 10 When we recycle, used materials are changed into new products, reducing the need to consume natural resources. If used materials are not recycled, new products are made by using raw materials like wood and coal from the earth. Recycling helps conserve important raw materials and protects natural habitats for the future.

- 15 *Recycle Now* has launched a series of TV commercials **which** show the recycling of metal cans, glass bottles and paper into interesting new everyday items. One advert shows a town with cars, trains, buildings and even planes made of metal cans.

- Top UK designer Oliver Heath is a strong supporter of the campaign. In 2005 **he** designed the first home constructed entirely from recycled materials, including yoghurt pots and glass bottles. There are new uses for ordinary products, for example, glass bottles 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 are valuable resources and can be made into something useful, even stylish and fun. As *Recycle Now* says: "The possibilities are endless!"
- 25

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

Listening	Speaking	Written paper	Total

SECTION A: LANGUAGE

15 marks

A. Put the adjective in the correct form. The first one (0) has been given as an example.

John is the (0) **luckiest** (luck) man alive. He owns the (1) \_\_\_\_\_ (beautiful) house in town and he drives the (2) \_\_\_\_\_ (fast) car I've ever seen. He is in fact one of the (3) \_\_\_\_\_ (rich) people on the island and I'm sure he is one of the (4) \_\_\_\_\_ (happy) too. If I had a small fraction of his money, I'm sure I would have a (5) \_\_\_\_\_ (enjoyable) life, a much (6) \_\_\_\_\_ (expensive) house and much (7) \_\_\_\_\_ (nice) holidays. Unfortunately, I am going through one of the (8) \_\_\_\_\_ (difficult) situations in my life. My business is not doing well and the truth is that last year I was feeling much (9) \_\_\_\_\_ (health). This year, I think I'll have to look for the (10) \_\_\_\_\_ (cheap) holiday possible.

5 marks

B. Put the verb in brackets in the correct form. The first one (0) has been done for you.

Last week, while many Maltese (0) **were enjoying** (enjoy) an evening walk they (1) \_\_\_\_\_ (see) a mysterious fireball that (2) \_\_\_\_\_ (fly) across the night sky. Yesterday, in an interview with a newspaper, the well-known amateur astronomer John Zammit (3) \_\_\_\_\_ (say), "I've decided to (4) \_\_\_\_\_ (hold) a meeting with other astronomers. We (5) \_\_\_\_\_ (meet) on Thursday and (6) \_\_\_\_\_ (plan) to discuss this strange phenomenon. Yesterday, I (7) \_\_\_\_\_ (talk) to a

number of persons who thought that the fireball was a missile. I (8) \_\_\_\_\_ (not believe) it was a missile, but it probably was a meteor. Unfortunately, it is not unusual for meteors to be mistaken for other objects. In the last few years, this (9) \_\_\_\_\_ (happen) several times. I (10) \_\_\_\_\_ (remember) that many people saw something similar in 2010.”

5 marks

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

after	although	and	or	but	in
then	when	where	because	why	

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

‘(6) \_\_\_\_\_ did you find those snakes? (7) \_\_\_\_\_ don’t you take them to the Wildlife Care Centre?’ his mum shouted. Soon (8) \_\_\_\_\_, Kyle went to the Centre. (9) \_\_\_\_\_ he arrived, he gave the container to the reptile coordinator. (10) \_\_\_\_\_ 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.

5 marks

## SECTION B: READING COMPREHENSION

20 marks

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

- Give **TWO** reasons why people didn’t produce so much rubbish in the past. 2 marks
  - \_\_\_\_\_
  - \_\_\_\_\_

2. Nowadays people buy:
- more things and produce less rubbish.
  - more things and produce more rubbish.
  - less things and produce less rubbish.
  - less things and produce more rubbish.

3. Give **TWO** reasons why recycling is so important for our planet. 2 marks

- a) \_\_\_\_\_
- b) \_\_\_\_\_

4. Find words in the passage from line 14 to line 24 which mean the same as: 4 marks

a) adverts		b) objects	
c) built		d) changed into	

5. What does one particular advert of the *Recycle Now* campaign show? 1 mark

\_\_\_\_\_

6. What do the following words refer to in the passage? 3 marks

a) it (line 8)	
b) which (line 14)	
c) he (line 17)	

7. What is Oliver Heath's attitude to the *Recycle Now* campaign? Give a reason to prove this. 2 marks

- (a) \_\_\_\_\_
- (b) \_\_\_\_\_

8. Name **FOUR** waste products that have been turned into completely new items. 2 marks

a)	b)
c)	d)

9. Why are recycled items 'valuable resources'? 2 marks

\_\_\_\_\_

\_\_\_\_\_

10. Underline the **TWO** words or phrases below which best describe the **process** of recycling. 1 mark

items	changed	campaign
plastic cup	glass	new products



## SECTION C: LITERATURE

### Part I: Poetry – Unprepared Text

10 marks

Read the poem and answer all the questions below.

**Friends** by *Abbie Farwell Brown*

How good to lie a little while  
And look up through the tree!  
The Sky is like a kind big smile  
Bent sweetly over me.

The Sunshine flickers through the lace  
Of leaves above my head,  
And kisses me upon the face  
Like Mother, before bed.

The Wind comes stealing o'er the grass  
To whisper pretty things;  
And though I cannot see him pass,  
I feel his careful wings.

So many gentle Friends are near  
Whom one can scarcely see,  
A child should never feel a fear,  
Wherever he may be.



1. Underline the correct answer.

2 marks

- A. The speaker is
- a) lying under his bed.
  - b) lying on his bed before falling asleep.
  - c) playing with his friends under a tree.
  - d) lying under a tree.
- B. The child in this poem
- a) feels very sad.
  - b) feels happy and safe.
  - c) is full of mischief.
  - d) feels happier when sleeping.

2. Who are the narrator's three friends?

1½ marks

- a) \_\_\_\_\_ b) \_\_\_\_\_ c) \_\_\_\_\_



3. Complete the following:

- a) A simile used in stanza one is: \_\_\_\_\_
- b) In this simile the \_\_\_\_\_ is being compared to \_\_\_\_\_. 1 mark

4. In stanza two, the child says that the sun “kisses” him. 1 mark

- a) This figure of speech is (an alliteration / a personification / a metaphor / a simile).
- b) Here the boy imagines that the sun is (like a flower / too hot / like his mother / like a fire).

5. Complete the following: 1½ marks

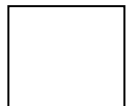
- a) In stanza three, the child imagines that the wind \_\_\_\_\_ in his ear.
- b) The child also imagines that he can feel the wind’s \_\_\_\_\_ though he cannot \_\_\_\_\_ the wind.

6. Underline the correct word: 1 mark  
 “*scarcely sees*” is (a personification / a simile / a metaphor / an alliteration).

7. What is the rhyme scheme of this poem? \_\_\_\_\_ 1 mark

**Part II: Prose – Unprepared Text**  
**Read the following passage carefully.**

**10 marks**



**Icarus**

*Icarus is going to use his wings and he will fly for the first time.  
 Read about his experience.*

We stood on the edge of the cliff, staring down at the blue green water and watching the white waves crashing against the cliffs.

In our hearts, we wondered, would our wings work? Would we really be able to fly like one of those birds now calling overhead?

We knew the risks we were taking – Daedalus had warned me, “Fly not near the water, my son, nor near the sun, or the wax on your wings will melt.”

As I remembered this, 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!”



**Answer the following questions.**

1. Are the following statements true or false?

	TRUE	FALSE
a) In the first line, Icarus and Daedalus are standing far from the edge of the cliff.		
b) While standing there, they talk aloud about the risks they are taking.		
c) Daedalus is Icarus's father.		

2. Who is the narrator? \_\_\_\_\_ 1 mark

3. Underline the correct adjective. ½ mark  
Daedalus is (rough / funny / a coward / gentle).

4. The writer uses **THREE** colours to describe the water. List the colours. 1½ marks  
\_\_\_\_\_

5. Quote an alliteration that describes the waves. 1 mark  
\_\_\_\_\_

6. a) Find a simile in the last paragraph which helps us imagine the sun. 2 marks  
\_\_\_\_\_

b) Underline the correct answer.  
This simile shows us that the sun was (very hot / beautiful / a large circle / shiny red).

7. Underline the correct answers. 1½ marks  
The sun is described in this line – *"it was so red and angry"*  
a) This figure of speech is (a simile / an alliteration / a metaphor / a personification).

b) This line shows that the sun was so hot that it looked like (a hot-tempered and angry person / a funny and lively person / a strange person / a red lamp).

c) We realize that the sun was (beautiful / dangerous / amazing / great).

8. How does Icarus feel about the sun? 1 mark  
\_\_\_\_\_  
\_\_\_\_\_

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

- [illegible]

