

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. 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 for the first time while students take notes.
- c. 3 minutes – Students answer questions.
- d. 3 minutes – Teacher reads passage for the second time. Students may answer more questions.
- e. 3 minutes – Students revise final answers.

FORM 1

**ENGLISH
LISTENING COMPREHENSION**

TIME: 15 minutes

You are going to listen to Kim Smith talking about London's Tower Bridge.

London's Tower Bridge is one of the most famous bridges in the world. It was designed so that it would be in harmony with the nearby Tower of London.

Plans for Tower Bridge were made in 1876 when the east of London became extremely crowded and a bridge across the Thames in that area of the city seemed necessary. It took another eight years - and lots of discussions about the design - before they started building the bridge.

The bridge was completed in 1894. The 265-metre long bridge was constructed by 450 workers. 11,000 tons of steel were used to build the framework. At first many people disliked its design, but over time the bridge became one of London's most famous landmarks.

Since it is near the harbour and it is close to the sea, the bridge had to be made in such a way that it would allow the passage of large ships. Therefore, the designers decided to create a moveable bridge which could be opened to accommodate boat traffic. The mechanism to open the bridge is hidden in the two towers. Steam power was used until 1976, when the mechanism started to work by electricity.

The bridge used to open almost 50 times a day, for ships to pass, but nowadays it is only raised about 1,000 times a year. The bridge's website notifies visitors when the bridge is going to be raised or lowered.

Taking photographs of Tower Bridge is a favourite London tourist activity, but you can also go inside the bridge, where you'll have a magnificent view over London from the walkway between the two bridge towers.

Inside the bridge you can also visit the Tower Bridge Exhibition, a display area that includes the walkway and the two famous towers where you can observe the Victorian engine room. Visitors can learn about the history of the bridge through photos, films and other media.

At present the bridge is undergoing a renovation project that should be completed by the end of this year.

FORM 1

ENGLISH
LISTENING COMPREHENSION

TIME: 15 minutes

Name: _____ Index No: _____ Class: _____

- A. Put a tick (✓) in the correct box according to whether the statement is TRUE (T) or FALSE (F). 5 marks []

1. The plans for Tower Bridge were made in 1876.
2. People still dislike the design of Tower Bridge.
3. The mechanism to open the bridge is in one of the towers.
4. Today the bridge is opened about 50 times a year.
5. You can go inside the bridge.

T	F

- B. Fill in the blanks with words or numbers that you hear in the passage. 4 marks []

1. _____ workers built Tower Bridge.
2. The timetable showing when the bridge is raised or lowered is found on the bridge's _____.
3. From the bridge you can see a wonderful _____.
4. The bridge is being restored and should be ready this _____.

- C. Continue the following sentence with information you have heard in the text.

1 mark []

It was decided to make the bridge moveable so that _____

FORM 1

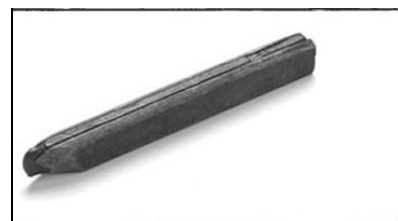
ENGLISH LANGUAGE
COMPREHENSION TEXTS

SECTION B – READING COMPREHENSION

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

History of the Pencil

Pencils are found everywhere... except a sharpened one when you need it! As pencils are so useful and so commonly used in daily life, they are taken for granted. And yet, it is a fact that pencils are one of the greatest inventions of all times.



The history of the pencil starts with a thunderstorm. After a violent storm struck the Lake District in north-west England in the sixteenth century, the local people discovered a large uprooted tree. Under the tree was an unknown black substance. This rock-like substance broke easily, was slightly shiny and smooth to the touch and it left a black mark on the hands of all those who touched it.

At first, the local farmers used the newly discovered substance to mark their sheep. Other people quickly realised that they could use it to write on paper. However, it was messy and soft. To use it with paper, people wrapped a thin stick of the substance in stiff sheepskin or rope. Later, people called this substance 'graphite'.

The Italians were the first to invent a wooden covering to hold a thin stick of graphite firmly in place to make writing easy. Italian craftsmen hollowed out two small pieces of wood and then they placed the stick of graphite in one of the **hollows**. They then glued the two pieces of wood together. When dry, it formed what today we know as a pencil. The Germans developed this idea further. In fact, the first **mass-produced** pencils were produced in Nuremberg, Germany, in 1662.

The first mass-produced pencils were not painted, to show off the high-quality wood covering. But by the 1890s, many pencil makers started painting pencils and printing brand names on them. There is an interesting story about how the familiar yellow pencil came to be. Pencils have been painted yellow ever since the 1890s. And that bright colour is not just so you can find them on your desk more easily! During the 1800s, the best graphite in the world came from China. Pencil makers wanted a special way to tell people that their pencils contained Chinese graphite. In China, the colour yellow is associated with royalty and respect. Pencil makers began painting their pencils bright yellow to suggest this "royal" feeling and association with China. However, nowadays, yellow pencils have become very common and they do not remind us of kings and queens.

Adapted from an article by Edwin Drummond and text from <http://www.pencils.com>

FORM 1 **ENGLISH** **TIME: 2 hours**

Name: _____ **Index No:** _____ **Class:** _____

Marks			
Oral Assessment	Listening Comprehension	Written Paper	Total

SECTION A - LANGUAGE

15 MARKS

1. Bill has just started a new job at a hotel and is talking to Karen. Complete the dialogue by writing questions starting with who, what, where, why, when and how. The first one (0) has been done for you.

Karen: Hello! I'm Karen. (0) What's your name?

Bill: Hi! My name's Bill.

Karen: Welcome to the hotel, Bill.

Bill: Thanks, Karen. (1) _____?

Karen: Andrew's the manager. He's also in charge of the bar.

Bill: (2) _____?

Karen: He's very kind and friendly. (3) _____?

Bill: I'm going to start working here next week.

Karen: That's interesting. (4) _____?

Bill: I'm excited. (5) _____?

Karen: I'm from Australia. You're Canadian, aren't you? (6) _____

_____?

Bill: I came to Malta because my parents used to live here and I wanted to live on this beautiful island.

(6 marks)

2. Read the story and fill in the blanks with the words in the box. You can use each word only once. The first one (0) has been done for you.

however	and	but	consequently	since
though	because of	because	while	

A man argued with his wife (0) because his toast was burnt. (1) _____, he left home later than usual. (2) _____ he was late, he drove to work very fast. Unfortunately, (3) _____ he was going round the corner, a dog ran across the road. The man stamped on the brakes (4) _____ the car skidded because of the slippery road. The man lost control of the car (5) _____ crashed into a lorry. The lorry was not damaged. (6) _____, the car was almost destroyed. All this happened (7) _____ the burnt toast and (8) _____ the man was not injured, he was very sorry about all that had happened.

(4 marks)

3. Complete the following story by filling in the blanks with the correct form of the verbs in brackets. The first one (0) has been done for you.

Ms Borg (0) started (start) following a diet two months ago and she (1) _____ (lose) three kilos since then. To feel fit, she also (2) _____ (begin) riding her bicycle every day. While she (3) _____ (read) yesterday's newspaper, she came across a new diet that (4) _____ (seem) very simple to follow. Her friends (5) _____ (decide) to follow the same diet. They think that it (6) _____ (be) a healthy one. They only (7) _____ (eat) one meal a day. Drinking a lot of water every day helps you (8) _____ (lose) weight. Tonight, she (9) _____ (have) a salad instead of fried chicken. She thinks that she (10) _____ (see) good results in the future.

(5 marks)

SECTION B – READING COMPREHENSION

Read “*History of the Pencil*”, which is printed on a separate sheet, and then answer the following questions.

1. Put a tick (✓) in the correct box according to whether the statement is **TRUE (T)** or **FALSE (F)**. **2 marks** []

- a) Graphite was first found in England.
- b) The Germans made the first wooden pencil.
- c) Pencils started to be mass-produced in 1890.
- d) Pencils were painted yellow because they were made in China.

T	F

2. How was graphite discovered? **2 marks** []

3. Quote **FOUR** words or phrases used to describe graphite. **2 marks** []

- a) _____ c) _____
- b) _____ d) _____

4. What was graphite first used for? **1 mark** []

5. Why was it difficult to use graphite to write on paper? **1 mark** []

6. List **TWO** things used to help people write with graphite. **1 mark** []

- a) _____ b) _____

7. Describe the way the Italians made a pencil. **3 marks** []

8. In what **TWO** ways were the pencils produced in the 1890s different from those produced in 1662? **2 marks** []

9. List **TWO** reasons why pencils were painted yellow. **2 marks** []

a)

b)

10. What do the following words refer to in the text? **2 marks** []

a) one (line 1)

b) you (line 2)

c) their (line 11)

d) it (line 12)

11. Give the meaning of the following words as used in the passage. **2 marks** []

a) hollows (line 17)

b) mass-produced (line 19)

(20 marks)

SECTION C – LITERATURE

PART I – POETRY: Unprepared Text

Read the poem and answer all the questions below.

SUMMER GOES

Summer goes, summer goes
Like the sand between my toes
When the waves go out,
That's how summer pulls away,
5 Leaves me standing here today,
Waiting for the school bus.

Summer brought, summer brought
All the frogs that I have caught,
Frogging at the pond,
10 Hot dogs, flowers, shells and rocks,
Postcards in my postcard box –
Places far away.

Summer took, summer took
All the lessons in my book,
15 Blew them far away.
I forgot the things I knew –
Arithmetic and spelling too,
Never thought about them.

Summer's gone, summer's gone –
20 Autumn and winter coming on,
Frosty in the morning.
Here's the school bus right on time.
I'm not really sad that I'm
Going back to school.

Russell Hoban



1. Complete the following sentences about the poem. The first one is given as an example.

3 marks []

Example: In the first stanza *the child remembers the summer days and now s/he has to go back to school.*

In the second stanza _____

In the third stanza _____

In the fourth stanza _____

2. 'summer pulls away
Leaves me standing here today' (lines 4 – 5)

This is an example of personification. Find another example of personification.

_____ 1 mark []

3. a) Find an example of a simile.

_____ 1 mark []

- b) Explain the effect created by this simile.

2 marks []

4. Quote an example of rhyming words.

1 mark []

5. a) Quote an example of run-on lines.

1 mark []

- b) Explain the effect created by this use of run-on lines.

1 mark []

(10 marks)

PART II – PROSE: Unprepared Text

Read the following passage and answer all the questions below.

And now a queer thing happened to him. Billy was in the act of stepping back and turning away from the window when all at once his eye was caught and held in the most peculiar manner by the small notice that was there. BED AND BREAKFAST, it said. BED AND BREAKFAST, BED AND BREAKFAST, BED AND BREAKFAST, BED AND BREAKFAST. Each word was like a large black eye staring at him through the glass, holding him, compelling him, forcing him to stay where he was and not to walk away from that house, and the next thing he knew, he was actually moving across from the window to the front door of the house, climbing the steps that led up to it, and reaching for the bell.

He pressed the bell. Far away in a back room he heard it ringing, and then at once - it must have been at once because he hadn't even had time to take his finger from the bell button - the door swung open and a woman was standing there. Normally you ring the bell and you have at least a half-minute's wait before the door opens. But this lady was like a jack-in-the-box. He pressed the bell - and out she popped! It made him jump.

Adapted from Roald Dahl's *'The Landlady'*

1. What simile is used to describe the words of the notice? 2 marks []

 2. What effect do the words of the notice have on Billy? 2 marks []

 3. From the second paragraph, list **THREE** separate words that suggest sudden movement. 3 marks []
 - a)

 - b)

 - c)

 4. a) Quote a simile used to describe the woman. 2 marks []

b) Why is this simile effective? 1 mark []

- (10 marks)

SECTION D – COMPOSITION

25 MARKS

Write between 150 and 200 words on ONE of the following.

1. Continue the **story**. *The girl ran up the stairs shouting, “She’s here! She’s here!”*
2. My first year at a secondary school
3. Your English friend is visiting Malta in the summer holidays. Write a **letter** telling him/her about some places of interest in Malta and Gozo which you enjoy visiting.

Composition title number:

(25 marks)
