

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.

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Food Photography

Have you noticed that food in photographs always looks absolutely tempting to eat? This is true for photographs of food in cookery books, on the cover of packets of ready-made meals, and in advertisements of all kinds. Many of us have suffered the disappointment of cooking or eating a dish that does not live up to the picture in the recipe book or packet.

Professional food photographers are going to great lengths to make sure the food they photograph will look its very best. Often, this means chefs prepare the food for the photographs in ways which make the food actually unsafe or impossible to eat. Not surprisingly, the secret tips and tricks of a food photographer are truly fascinating.

Professional photographers use many different and often amazingly simple and cheap techniques to improve the look of the food in their photographs. For example, covering a chocolate biscuit thickly with hairspray means the chocolate does not melt under the photographer's studio lights. Similarly, a good sprinkling of talcum powder on charcoal may provide a barbecue with that perfect 'ready to cook look', but it is not recommended as a way to improve the flavour of barbecued kebabs or sausages!

Professional photographers have even been known to replace milk with white glue when shooting advertisements of breakfast cereals. Using glue in this way means that the cereal does not go soft and looks crisp and lovely in the photographs.

Other interesting techniques employed by photographers include the use of props, good lighting, dramatic shadows and flattering angles. An apple pie, for example, appears fuller and more appetising if photographed from above. This angle disguises the gap between the crust at the top of the pie and the fruit at the bottom. A pie photographed from the side looks disappointingly empty.

Even a dish of lasagne is changed to look its best in photographs. Photographed lasagne often contains foam among its layers of pasta, creamy sauce, meat and tomatoes. The foam ensures that each layer is shown fully among the rest. A lasagne photographed without this trick will always look a little flat, squashed and less colourful.

So next time you look at a picture of the food you are about to eat, do not feel let down if the food looks less lovely than the photo. Blame the professional photographer and simply close your eyes and enjoy it.

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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). 3 marks []

- Food in photographs looks delicious.
- Ready-made food is as attractive as the picture on the packet.
- Food photographers cook the food they photograph.
- A lot of the food used in food photographs cannot be eaten.
- Talcum powder is used to flavour barbecued sausages.
- Good use of lighting and shadows help to photograph food well.

T	F

- B. Use a word to complete the following statements.]

7 marks []

- Photographers cover chocolate biscuits with _____ so that the chocolate does not _____.
- Photographers use _____ instead of milk when photographing a bowl of cereal so that the cereal does not become _____.
- An apple pie should *not* be photographed from the _____ because it looks _____ if the photograph is taken from above.
- Photographers place _____ among the layers of pasta and sauce when photographing lasagne.

10 marks

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

Name: _____ Index No: _____ Class: _____

Marks			
Oral Assessment	Listening Comprehension	Written Paper	Total

A. Fill in the blanks with *a*, *an* and *the* where necessary. Some spaces have to be left empty. The first one (0) has been done for you.

How does (0) the idea of learning from (1) _____ computer or (2) _____ intelligent machine sound to you? Do you think it's possible? Well, (3) _____ good news is that it is. After all, it's every student's dream to stop going to (4) _____ school and spend as much time as possible at (5) _____ home. (6) _____ computer expert said that in (7) _____ few years' time (8) _____ children will not have to attend school anymore. Students will be able to ask their computer anything they do not understand before they carry on with their work. (9) _____ first computers of this kind are going to be tested soon as a lot of people are interested in (10) _____ project.



(5 marks)

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

The other day a nasty thing (0) _____ happened _____ (happen) to me. I (1) _____ (be) alone in the house, so I (2) _____ (decide) to have my very own singing competition. I (3) _____ (have) a wonderful time. I know I (4) _____ (be) a terrible singer but I (5) _____ (not care) because I was on my own and I put the stereo on full blast. While I (6) _____ (sing), I (7) _____ (hear) banging on the door. I (8) _____ (think) it was my friend Kim but it wasn't. It was a neighbour. "Get out of the house," he told me. "(9) _____ you _____ (not know) that the house next door is on fire?" The music was so loud that I hadn't noticed the confusion outside. I was so embarrassed! I (10) _____ (never put) the music on so loud again.

(5 marks)

C. Fill in the blanks with a word from the box. You can use each word more than once.

which	who	why	whose	where	when
-------	-----	-----	-------	-------	------

Last summer Hugo went to the island of Sardinia for a holiday. He stayed in a hotel (1) _____ had a wonderful swimming pool and beautiful views of the sea. It was in a small village (2) _____ the local people earned a living through fishing and the many tourists that came in the summer. Hugo, (3) _____ had never been there before, spent his first day on the beach, but on the second day he felt very ill. First he was too hot, and then he was too cold. He couldn't understand (4) _____ he felt like that. He went to see the local doctor (5) _____ was a very nice man and (6) _____ English was excellent. "Summer is a time (7) _____ people often feel ill," the doctor said. "Take this medicine and stay out of the sun." Hugo took the doctor's advice and stayed in his room for the rest of his holiday. He read books (8) _____ he bought from a shop near the hotel. In the evening he went for short walks along the beach and ate in a small restaurant. It was run by an English couple (9) _____ daughter, (10) _____ was a professional cook, prepared delicious meals. He soon felt better. "What a lovely holiday!" he thought happily.

(5 marks)

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

Mum told us that we were going to the fun-fair that afternoon. I was (0) very excited at the news. Before we went in, we were given (1) _____ money to spend and mum told us to meet her again at the entrance at 7.00pm. I was (2) _____ excited I didn't hear what she said. The fun-fair was enormous. There were so many rides I didn't know what to go on (3) _____. I (4) _____ my brothers, John and James, where they were going. They told me they were going on the ghost train. I was not impressed by the ghost train. Neither were John and James (5) _____ it did not scare us. The dodgem cars were (6) _____ more fun. The car I was in seemed to have a mind of (7) _____ own. We were all flung about (8) _____. James was almost sick. It was so exciting we forgot the (9) _____ and we were late. Mum was furious, (10) _____ we could tell that she was relieved to see us back safe and sound.

(5 marks)

E. Comprehension. Read the following passage carefully.

Rupert Bear

Of all the characters created by authors, artists and cartoonists, *few* are as well-known as Rupert the Bear. Rupert first appeared ninety years ago, on the 8th November 1920, in the pages of the British newspaper the *Daily Express*. Rupert's adventures continue to appear in *the paper* to this very day.

- 5 Mary Tourtel, a children's book illustrator*, created Rupert for her own amusement. Mary was the wife of the *Daily Express* editor. Through her husband, Mary learned that the newspaper was looking for ideas for a comic strip that the whole family would love. When Mary showed them her drawings of the little bear, the people at the *Daily Express* were delighted. They immediately knew readers of all ages would love a teddy bear-like character.

- 10 Rupert first appeared at the bottom of a page in the newspaper, along with a short poem. A note told readers to look for the next part of the story on the following day. The story, called 'Little Lost Bear', showed Rupert being sent off shopping by his parents, who warned him not to wander off the path on the way to the shops. This very first printed picture of Rupert established his look – checked scarf, checked trousers, sweater and sturdy shoes. However,
- 15 Rupert's taste in colours has changed over the years. Mary dressed Rupert originally in a blue sweater and grey scarf. Nowadays, Rupert always appears dressed in matching yellow scarf and trousers which contrast brightly with his red sweater.

- 20 Although Rupert is a bear, he is similar to a boy living with his parents. Rupert lives in an English village called Nutwood. Rupert has many friends who are all lifelong **pals** with obvious schoolboy characteristics of one kind or another. Mary drew the earliest of these

characters as a badger (Bill Badger), a dog (Algy Pug) and an elephant (Edward Trunk). Alongside these characters, Mary populated the area of Nutwood with a number of appealing characters that include kings, wizards, witches and dwarfs. One of the most unusual characters is Raggety, a woodland troll made from twigs, who is often very **grumpy** and annoying.

The stories are often about fantastic and magical adventures in faraway lands. Each story begins in Nutwood, takes Rupert to strange places such as King Frost's Castle, underground, or to the bottom of the sea, then back to Nutwood, where all is safe and well. Mary's husband, Herbert, wrote the poem that accompanied each cartoon story. Mary's storytelling was influenced by the Hans Christian Anderson and Brothers Grimm fairy tales which she enjoyed as a child.

In no time at all, Rupert became popular with the readers of the *Express*. Mary's workload grew and by 1935 the strain on Mary became too great and her ill health forced the *Daily Express* to search for someone to take over her work. This was not easy. However, finally, the talented illustrator Alfred Bestall took over the Rupert cartoons. Alfred was at first not sure that he was the right person for the job. However, he soon began to love the character and when Herbert Tourtel retired, Alfred volunteered to write the poem for each story as well. He continued to work on the Rupert stories and artwork into his 90s.

Since then various other artists and writers have continued the series, which is still published daily in the newspaper to this day.



* An illustrator is someone who draws pictures for books.

Adapted from "Rupert Bear" by Rory Gear

Answer the following questions.

1. Put a tick (✓) in the correct box according to whether the statement is TRUE (T) or FALSE (F). **3 marks** []

- | | T | F |
|---|---|---|
| a. The adventures of Rupert the Bear are still being published today. | | |
| b. Rupert the Bear is a comic strip character. | | |
| c. Mary's husband asked her to create Rupert for the <i>Daily Express</i> . | | |
| d. Only children enjoy reading about Rupert's adventures. | | |
| e. The whole story of 'Little Lost Bear' appeared on 8 th November 1920. | | |
| f. The <i>Daily Express</i> is published every day. | | |

2. From lines 1 – 10, what **two** facts do we learn about Mary? **1 mark** []

- a. _____
- b. _____

3. a) Describe Rupert's physical appearance as Mary first drew him. **2 marks** []

- b) In what ways are Rupert's clothes different nowadays? **1 mark** []

4. Why do you think *Edward Trunk* is an appropriate name for one of Rupert's friends? **2 marks** []

5. Describe a typical Rupert the Bear story. **2 marks** []

6. Both Mary and her husband Herbert worked on the Rupert stories. What was Mary's job and what did Herbert do? **2 marks** []

Mary: _____

Herbert: _____

7. Why did Mary stop working on the Rupert stories? **1 mark** []

8. a) Quote a sentence that shows us that Alfred Bestall was *not* immediately enthusiastic about working on the Rupert stories. **1 mark** []

- b) Give **two** facts that show us that Alfred Bestall loved working on the Rupert stories. **2 marks** []

i. _____

ii. _____

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

a. pals (line 20): _____

b. grumpy (line 25): _____

10. What do the following words refer to in the text? **1 mark** []

a. few (line 1) : _____ b. the paper (line 4): _____

(20 marks)

F. Literature

Answer all Sections.

SECTION 1 - PROSE/DRAMA

- a. Choose **two** of the novels/short stories/plays you read in class this year.
What are the titles of the novels/short stories/plays **and** who wrote them? 2 marks []

Book 1 Title: _____ Author: _____

Book 2 Title: _____ Author: _____

- b. Describe a character in each of the two books mentioned above. 6 marks []

Book 1 - Character's Name: _____

Book 2 - Character's Name: _____

- c. (i) If you could, how would you change the ending of **one** of the books mentioned above?
(ii) Why would you change the ending? 2 marks []

- (i) _____

(ii) _____

(10 marks)

SECTION 2 – POETRY: Answer all the questions.

1. Unprepared Poem.

*With their feet in the earth
And their heads in the sky,
The tall trees watch
The clouds go by.*

5 *When the dusk sends quickly
The birds to rest,
The tall trees shelter them
Safe in the nest.*

10 *And then in the night
With the tall trees peeping
The moon shines down
On a world that's sleeping.*

a. Tick the correct answer.

½ mark []

The poet is

- | | |
|--------------------------|----------------------------------|
| <input type="checkbox"/> | i. describing a forest. |
| <input type="checkbox"/> | ii. describing a scene. |
| <input type="checkbox"/> | iii. writing about trees. |
| <input type="checkbox"/> | iv. writing about a tall person. |

b. Give the rhyming pattern of the first stanza. _____ ½ mark []

c. Explain what the poet means by the following words:

*“With their feet in the earth
And their heads in the sky.”* (lines 1 - 2)

1 mark []

d. (i) Quote **two** examples of personification in the last stanza. 1 mark []

1. _____

2. _____

(ii) Choose **one** of the above figures of speech and explain what the poet means.

1 mark []

2. Choose two poems you studied in class this year.

Write a paragraph on each poem in which you mention the title of the poem and who wrote it, what the poem is about, and why you liked it. (You can write, for example, about the choice of words, the use of figures of speech, the theme, the rhythm and rhyming pattern).

Poem 1:

3 marks []

1. *'The broken toy'*. You can write *either* a **story** or a **description** of the toy and how it got broken.
2. My grandmother.
3. Your cousin lives in England and he/she will be going to Form 1 next year. Write a **letter** to your cousin in which you describe your experiences this year. You can write about the differences between Maltese primary and secondary schools, problems you faced and what you enjoyed.

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