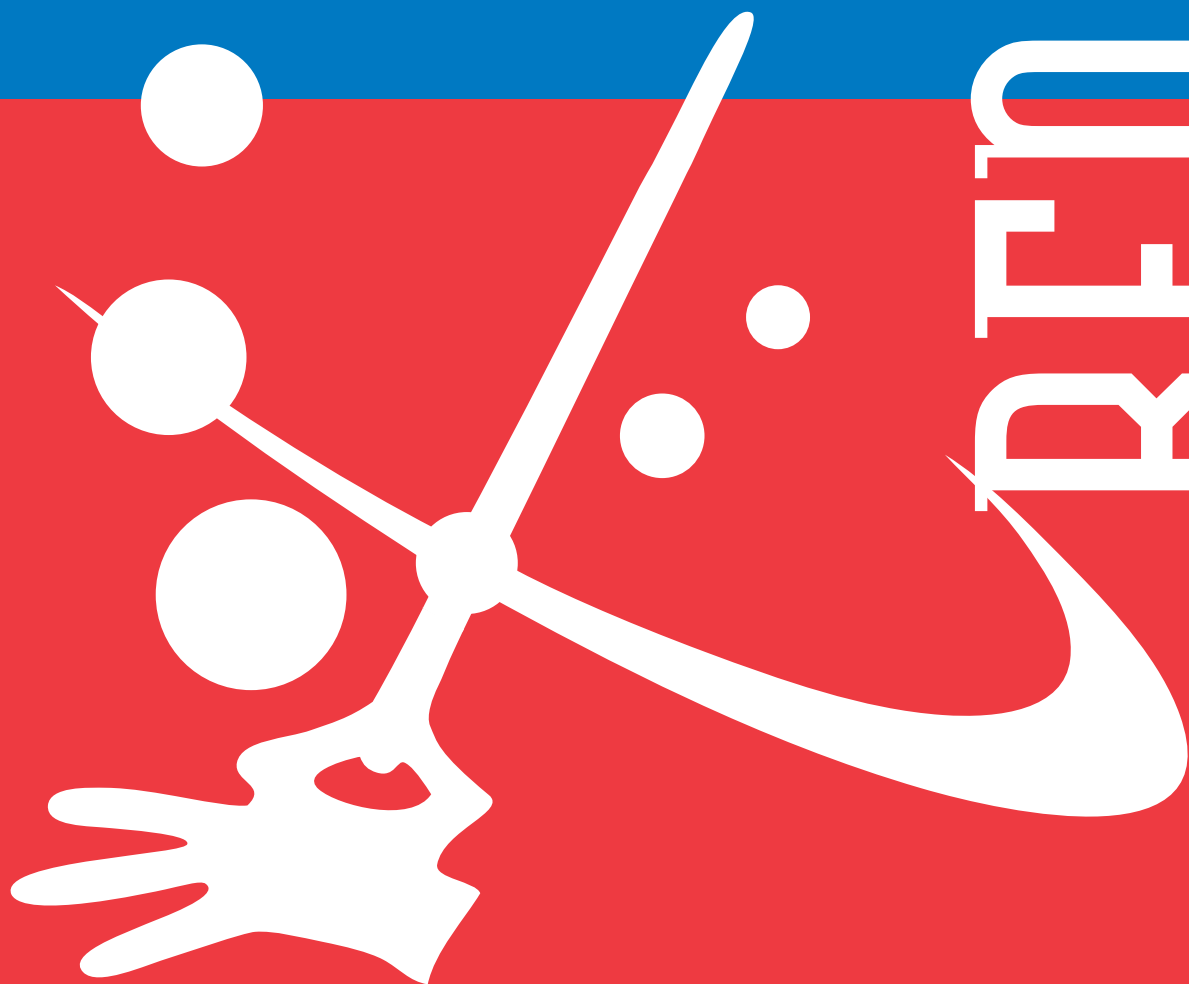


Teacher's Papers and Answers

english

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BOOK  
CHAPTER  
BETWEEN



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<p style="text-align: center;"><b>ENGLISH: ORAL</b></p> <p style="text-align: center;"><b>INTERLOCUTOR PAPER</b></p>
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**TIME:** 10 minutes

**PAPER 1**

---

**Task 1: Warmer**

*(1 minute, not assessed)*

- |    |               |  |
|----|---------------|--|
| 1A | To Student A: | <b>Good morning _____, can you spell your name for me please?</b>  |
| 1B | To Student B: | <b>Good morning _____, can you spell your name for me please?</b>  |
| 2A | To Student A: | <b>Where do you live? What is your address?</b>  |
| 2B | To Student B: | <b>How old are you? Which month of the year do you like best? Why?</b>   |
| 3A | To Student A: | <b>How do you get to school in the morning? Do you walk or do you come by bus? What do you usually see on the way? (prompt: school children? Adults? Shops? Market?)</b> |
| 3B | To Student B: | <b>Talk to me about your favourite room in the house. Why is it your favourite room? What else makes it your favourite room?</b>   |
| 4A | To Student A: | <b>What do you plan to do after school?</b>  |
| 4B | To Student B: | <b>What did you do yesterday after school?</b>   |

## Task 2: Interview

(3 minutes)

Interlocutor asks questions on one topic per student at a time as indicated below.

The interlocutor says to Student A:

**I'm going to ask you some questions about *food*.**

- a) Do you like food? Do you enjoy eating? Why?
- b) Can you tell me some different kinds of food?
- c) What do you like to eat? What are your favourite foods? Why?

The interlocutor says to Student B:

**I'm going to ask you some questions about *going out*.**

- a) Do you like going out or do you prefer to stay at home? Why?
- b) When you do go out, where do you like to go? Is there a reason for this?
- c) What about your brother/sister/friend? Do they go out often? Where do they go?

The interlocutor says to Student A:

**I'm going to ask you some questions about *school mates*.**

- a) How many students are there in your class? How many boys/girls?
- b) Is there someone you particularly like? Why? Do you help each other?
- c) If you had a choice, would you change your classmates?

The interlocutor says to Student B:

**I'm going to ask you some questions about *your friends outside school*.**

- a) Do you attend any other activity outside school? Are there many children in your group?
- b) Are you friends with boys/girls in this group? What attracts you to these friends?
- c) What things do you do together? Have you ever quarrelled?

### **Task 3: Single Picture**

Interlocutor says: **Look at this picture; then we are going to talk about it. Have you understood?**

Interlocutor allows the students around 5 seconds to look at the picture. The interlocutor should ask the questions to the two students in turn so that both students participate equally until the 3 minutes assigned for this task have passed.

- a) What can you see in the picture?
- b) Choose one of the persons in the picture and describe him/her to me?
- c) What about this one?
- d) Can you guess how old these children are? Are they all the same age?
- e) Do they look happy or sad? Can you describe their emotions for me?
- f) Do you think these children know each other?
- g) Do you know what they signs they are making mean?
- h) At what time of year do you think this picture was taken? Why do you think so?
- i) Do you think these children belong to the same family?
- j) If not, can you think of a setting where these children could meet?
- k) Choose one of the girls and try to guess what her character is like.
- l) Choose one of the boys and try to guess what his character is like.
- m) Do you think this photo was taken in Malta? Why/Why not?
- n) What do you notice about the complexion of these children?
- o) If you had to give a title to this photo, what would it be?
- p) Do you wish to ask me anything about this photo?

#### **Task 4: Thematic Picture**

Interlocutor says: **Look at the large picture, it shows two people in a kitchen. Look at the smaller pictures below. Which of these can you find in a kitchen? Which of these are not usually found in a kitchen?**

Interlocutor says to Student A: **Choose a picture and tell me if you would find it in a kitchen, and tell me why or why not.**

Interlocutor then repeats the question to Student B and alternates between the two students so that both participate equally.

If a Student hesitates for too long and seems to be in difficulty, interlocutor says: **Would you find this (point to one of the objects) in a kitchen? Why? Why not? Can we use this (point to one of the objects) in a kitchen? Why? Why not?**

## CRITERIA FOR ASSESSMENT – ENGLISH ORAL SKILLS

Range of vocabulary (5 marks)		
0 - 1 - 2	3 - 4 - 5	
Can name and use basic vocabulary and phrases related to everyday objects, activities, and people. Has knowledge of thematic word sets. Makes occasional use of another language.		Can use a wider range of vocabulary and phrases to be more specific in expressing meaning appropriate to the context.
Range of grammatical structure (5 marks)		
0 - 1 - 2	3 - 4 - 5	
Can use basic grammatical structures and construct simple sentence structures.		Can use a range of grammatical structures and construct complex sentence structures linked with a range of connectors.
Fluency and interaction (4 marks)		
0 - 1 - 2	3 - 4	
Can interact in a simple way provided the interlocutor is prepared to repeat or rephrase things at a slower rate of speech. Can ask and answer simple questions in areas of immediate need or on very familiar topics but cannot elaborate.		Can communicate and interact more fully and with greater ease in tasks requiring a simple and direct exchange of information on familiar topics and activities. Shows an ability to extend the interaction.
Task achievement (2 marks)		
1/2	1	2
Response is only partially relevant in spite of prompting and rephrasing.	Can understand the questions/ instructions but needs some prompting to formulate a relevant response.	Can immediately understand the questions/instructions and response is relevant.
Pronunciation, intonation, and stress (2 marks)		
1/2	1	2
Speech characterised by mispronunciations that interfere with meaning, and intonation and stress are heavily influenced by the first language.	Speech is generally clear and intelligible, with some influence of first language intonation and stress patterns, but meaning is generally achieved.	Speech is consistently clear and intelligible, using the appropriate intonation and stress to express the desired meaning.
Task Specific (2 marks)		
These marks are pegged with Tasks 3 and 4 for each test session.		

# ENGLISH: LISTENING

## TEACHER'S PAPER

**TIME:** 30 minutes

**PAPER 1**

### PROCEDURE FOR TASK 1

Look at Task One.

*(Allow 15 second pause while students familiarise themselves with the page.)*

Listen carefully. You will listen to the passage twice.

Now listen to the recipe. If you wish you may start answering the questions as you listen.

Here are two easy recipes:

#### **Lemonade:**

You need:

1 lemon  
25 grams sugar  
6 ice cubes  
½ litre cold water

How to make it:

Place all the ingredients in a liquidiser and turn to maximum speed for 3 seconds.

Strain into a jug.

Your lemonade is ready! You can add more ice cubes and float thin slices of lemon in the drink.

#### **Shortcrust Pastry**

Ingredients:

200 grams plain flour  
50 grams margarine  
Pinch of salt  
2½ tablespoonfuls cold water

Method:

Sift flour and salt into a mixing bowl.

Add margarine and rub into the flour using your fingertips. Do this until the mixture looks like bread crumbs.

Add the cold water and knead into a dough.



Listen carefully to the exercises related to making lemonade and complete them.

Number 1: Fill in with numbers:

**To make lemonade you need:**

**a) \_\_\_\_\_ grams sugar**

Fill in with numbers now *(4 seconds)*

**b) \_\_\_\_\_ ice cubes**

Fill in with numbers now *(4 seconds)*

**c) \_\_\_\_\_ litre of water**

Fill in with numbers now *(4 seconds)*

**d) Use the liquidiser for \_\_\_\_\_ seconds.**

Fill in with numbers now *(4 seconds)*

Number 2: Underline the correct word or phrase in each bracket.

**a) You must (strain, sprain, spray) the lemonade into a jug.**

Underline the correct word now *(4 seconds)*

**b) You can add ice (trays, cubes, cream) to the lemonade.**

Underline the correct word now *(4 seconds)*

Listen carefully to the exercises related to making short crust pastry and complete them.

Number 3: Say whether the following statements are True or False by ticking (✓) the right column.

**a) You must use plain flour.**

Tick the correct box now *(4 seconds)*

**b) The water must be cold.**

Tick the correct box now *(4 seconds)*

**c) You do not need to sift the flour.**

Tick the correct box now *(4 seconds)*

**d) To make the dough use your fingertips.**

Tick the correct box now *(4 seconds)*

**e) Bread crumbs must be added to the mixture.**

Tick the correct box now *(4 seconds)*

Number 4: Using the letters A, B and C match the following:

**A tablespoons**

**B pinch**

**C sift**

**the flour**

**of water**

**of salt**

Match using the letters A, B and C now. *(10 seconds)*

Now listen to the recipes again.

Here are two easy recipes:

**Lemonade:**

You need:

1 lemon  
25 grams sugar  
6 ice cubes  
½ litre cold water

How to make it:

Place all the ingredients in a liquidiser and turn to maximum speed for 3 seconds.  
Strain into a jug.

Your lemonade is ready! You can add more ice cubes and float thin slices of lemon in the drink.

**Shortcrust Pastry**

Ingredients:

200 grams plain flour  
50 grams margarine  
Pinch of salt  
2½ tablespoonfuls cold water

Method:

Sift flour and salt into a mixing bowl.  
Add margarine and rub into the flour using your fingertips. Do this until the mixture looks like bread crumbs.  
Add the cold water and knead into a dough.

Listen to the exercises again. You may finish this task as you listen.

Number 1: Fill in with numbers:

**To make lemonade you need:**

**a) \_\_\_\_\_ grams sugar**

Fill in with numbers now (*4 seconds*)

**b) \_\_\_\_\_ ice cubes**

Fill in with numbers now (*4 seconds*)

**c) \_\_\_\_\_ litre of water**

Fill in with numbers now (*4 seconds*)

**d) Use the liquidiser for \_\_\_\_\_ seconds.**

Fill in with numbers now (*4 seconds*)

Number 2: Underline the correct word or phrase in each bracket.

a) **You must (strain, sprain, spray) the lemonade into a jug.**

Underline the correct word now (4 seconds)

b) **You can add ice (trays, cubes, cream) to the lemonade.**

Underline the correct word now (4 seconds)

Listen carefully to the exercises related to making short crust pastry and complete them.

Number 3: Say whether the following statements are True or False by ticking (✓) the right column.

a) **You must use plain flour.**

Tick the correct box now (4 seconds)

b) **The water must be cold.**

Tick the correct box now (4 seconds)

c) **You do not need to sift the flour.**

Tick the correct box now (4 seconds)

d) **To make the dough use your fingertips.**

Tick the correct box now (4 seconds)

e) **Bread crumbs must be added to the mixture.**

Tick the correct box now (4 seconds)

Number 4: Using the letters A, B and C match the following:

**A tablespoons**

**B pinch**

**C sift**

**the flour**

**of water**

**of salt**

Match using the letters A, B and C now. (10 seconds)

You now have some time to check your answers. (30 seconds)

This is the end of Task One.

(Allow a 30 second pause between Task 1 and 2)

## **PROCEDURE FOR TASK 2**

Look at the exercises for Task 2.

(Allow 50 seconds while the students familiarise themselves with the pages.)

Listen carefully. You will listen to the passage twice.

Now listen to the extract from *The Farmer and the Nightingale*. If you wish you may start completing the exercises as you listen.

## **The Farmer and the Nightingale**

After a hard day's work a farmer went early to bed. But he could not go to sleep because of the melodious singing of a nightingale all through the summer night. So pleased was he by the bird's song that the next night he set a trap for it and captured it.

"Ah, my beauty," said he, "now that I have caught you, you shall hang in a cage and sing for me every night."

"But we nightingales never sing in a cage," replied the bird. "If you imprison me I shall sicken and die and you shall never hear my song again."

"Then I'll put you in a pie and eat you," said the farmer. "I always have heard that nightingale pie is a dainty morsel."

"Please do not kill me," begged the nightingale. "If you will set me free I'll tell you three great truths that will be worth far more to you than my poor body."

So the farmer set him loose, and he flew up to a branch of a tree.

"Hold on," said the farmer, "what are the three great truths you promised me?"

The nightingale trilled a few happy notes and said: "Never believe a captive's promise. Keep what you have. And never sorrow over what is lost forever." Then the songbird flew away.

*Adapted from Aesop's Fables*

Listen to the exercises and complete them.

Number 1: True, False or No Information Given (NIG)? Tick (✓) the correct box.

**a) A nightingale is a kind of bird.**

Tick the correct box now. (4 seconds)

**b) The farmer enjoyed listening to the nightingale's song.**

Tick the correct box now. (4 seconds)

**c) The farmer thought that the nightingale was beautiful.**

Tick the correct box now. (4 seconds)

**d) The farmer ate the nightingale.**

Tick the correct box now. (4 seconds)

**e) The nightingale was blue.**

Tick the correct box now. (4 seconds)

Number 2: Underline the correct answer.

**a) Melodious is another word for (tuneful, tune, music).**

Underline the correct word now. (4 seconds)

**b) Trilled means the same as (shout, sing, sang).**

Underline the correct word now. (4 seconds)

Number 3: Tick (✓) the best answer.

**a) At the beginning of the story the nightingale is**

**happy**

**unhappy**

**sick**

Tick the best answer now. (4 seconds)

- b) **At the end of the story the nightingale is**  
**happy**  
**unhappy**  
**sick**

Tick the best answer now. (4 seconds)

Number 4: Complete the sentences:

- a) **One of the truths the nightingale told the farmer is that ...** (2 seconds)

Now fill in the blanks to complete the sentence. (10 seconds)

- b) **One lesson we learn from this story is that ...** (2 seconds)

Now fill in the blanks to complete the sentence. (10 seconds)

Listen to the extract again.

### **The Farmer and the Nightingale**

After a hard day's work a farmer went early to bed. But he could not go to sleep because of the melodious singing of a nightingale all through the summer night. So pleased was he by the bird's song that the next night he set a trap for it and captured it.

"Ah, my beauty," said he, "now that I have caught you, you shall hang in a cage and sing for me every night."

"But we nightingales never sing in a cage," replied the bird. "If you imprison me I shall sicken and die and you shall never hear my song again."

"Then I'll put you in a pie and eat you," said the farmer. "I always have heard that nightingale pie is a dainty morsel."

"Please do not kill me," begged the nightingale. "If you will set me free I'll tell you three great truths that will be worth far more to you than my poor body."

So the farmer set him loose, and he flew up to a branch of a tree.

"Hold on," said the farmer, "what are the three great truths you promised me?"

The nightingale trilled a few happy notes and said: "Never believe a captive's promise. Keep what you have. And never sorrow over what is lost forever." Then the songbird flew away.

*Adapted from Aesop's Fables*

Listen to the exercises again. You may finish off any remaining exercises as you listen.

Number 1: True, False or No Information Given (NIG)? Tick (✓) the correct box.

- a) **A nightingale is a kind of bird.**

Tick the correct box now. (4 seconds)

- b) **The farmer enjoyed listening to the nightingale's song.**

Tick the correct box now. (4 seconds)

- c) **The farmer thought that the nightingale was beautiful.**

Tick the correct box now. (4 seconds)

- d) **The farmer ate the nightingale.**

Tick the correct box now. (4 seconds)

- e) **The nightingale was blue.**

Tick the correct box now. (4 seconds)

Number 2: Underline the correct answer.

**a) Melodious is another word for (tuneful, tune, music).**

Underline the correct word now. *(4 seconds)*

**b) Trilled means the same as (shout, sing, sang).**

Underline the correct word now. *(4 seconds)*

Number 3: Tick (✓) the best answer.

**a) At the beginning of the story the nightingale is**

**happy**

**unhappy**

**sick**

Tick the best answer now. *(4 seconds)*

**b) At the end of the story the nightingale is**

**happy**

**unhappy**

**sick**

Tick the best answer now. *(4 seconds)*

Number 4: Complete the sentences:

**a) One of the truths the nightingale told the farmer is that ...** *(2 seconds)*

Now fill in the blanks to complete the sentence. *(10 seconds)*

**b) One lesson we learn from this story is that ...** *(2 seconds)*

Now fill in the blanks to complete the sentence. *(10 seconds)*

You now have some time to check your answers. *(1 minute)*

This is the end of Task 2 and the end of the Listening Examination Paper 1.

<p style="text-align: center;"><b>ENGLISH: ORAL</b></p> <p style="text-align: center;"><b>INTERLOCUTOR PAPER</b></p>
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**TIME:** 10 minutes

**PAPER 2**

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**Task 1: Warmer**

*(1 minute, not assessed)*

- |    |               |  |
|----|---------------|--|
| 1A | To Student A: | <b>Good morning _____, can you spell your name for me please?</b>  |
| 1B | To Student B: | <b>Good morning _____, can you spell your name for me please?</b>  |
| 2A | To Student A: | <b>Where do you live? What is your address?</b>  |
| 2B | To Student B: | <b>How old are you? Which month of the year do you like best? Why?</b>   |
| 3A | To Student A: | <b>How do you get to school in the morning? Do you walk or do you come by bus? What do you usually see on the way? (prompt: school children? Adults? Shops? Market?)</b> |
| 3B | To Student B: | <b>Talk to me about your favourite room in the house. Why is it your favourite room? What else makes it your favourite room?</b>   |
| 4A | To Student A: | <b>What do you plan to do after school?</b>  |
| 4B | To Student B: | <b>What did you do yesterday after school?</b>   |

## Task 2: Interview

(3 minutes)

Interlocutor asks questions on one topic per student at a time as indicated below.

The interlocutor says to Student A:

**I'm going to ask you some questions about *travel*.**

- a) Do you like travelling?
- b) Tell me something about where you have travelled.
- c) Have you ever been abroad? Where?

The interlocutor says to Student B:

**I'm going to ask you some questions about *going to Gozo/Malta*.**

- a) Have you ever been to Gozo/Malta?
- b) If yes, what means of transport did you use?
- c) What do you like about Gozo/Malta? What is different from here?

The interlocutor says to Student A:

**I'm going to ask you some questions about *your favourite person*.**

- a) Who is your favourite person?
- b) Describe his/her appearance.
- c) What can you tell me about his/her character?

The interlocutor says to Student B:

**I'm going to ask you some questions about *a person you admire*.**

- a) Who is this person you admire?
- b) Why do you admire him/her?
- c) How does s/he look? What is it in his character that you like?



### **Task 3: Single Picture**

Interlocutor says: **Look at this picture; then we are going to talk about it. Have you understood?**

Interlocutor allows the students around 5 seconds to look at the picture. The interlocutor should ask the questions to the two students in turn so that both students participate equally until the 3 minutes assigned for this task have passed.

- a) What can you see in the picture?
- b) Can you name the fastest of them all?
- c) Can you tell me which means of transport is the slowest?
- d) Some of these means of transport can be used on land. Which are they?
- e) Others can be used on water. Which are they?
- f) There are some which can be used in the air. Can you tell me which?
- g) Now point to any one of the means of transport and let's talk about it.
- h) Why did you choose that particular means of transport?
- i) What do you like about it?
- j) Where can you go with it?
- k) Have you ever used it?
- l) Have you ever had any problems with it?
- m) If you were asked to improve it, what would you do?
- n) Imagine this means of transport was not available, what could you use instead?
- o) Would you like to be able to drive/ride it one day, or do you prefer to be driven?

### **Task 4: Thematic Picture**

Interlocutor says: **Look at the large picture, it shows a restaurant. Look at the smaller pictures below. Which of these can you find in a restaurant? Which of these are not usually found at a restaurant?**

Interlocutor says to Student A: **Choose a picture and tell me if you would find it in a restaurant and tell me why or why not.**

Interlocutor then repeats the question to Student B and alternates between the two students so that both participate equally.

If a Student hesitates for too long and seems to be in difficulty, interlocutor says: **Would you find this (point to one of the objects) in a kitchen? Why? Why not? Can we use this (point to one of the objects) in a kitchen? Why? Why not?**

## CRITERIA FOR ASSESSMENT – ENGLISH ORAL SKILLS

Range of vocabulary (5 marks)		
0 - 1 - 2	3 - 4 - 5	
Can name and use basic vocabulary and phrases related to everyday objects, activities, and people. Has knowledge of thematic word sets. Makes occasional use of another language.		Can use a wider range of vocabulary and phrases to be more specific in expressing meaning appropriate to the context.
Range of grammatical structure (5 marks)		
0 - 1 - 2	3 - 4 - 5	
Can use basic grammatical structures and construct simple sentence structures.		Can use a range of grammatical structures and construct complex sentence structures linked with a range of connectors.
Fluency and interaction (4 marks)		
0 - 1 - 2	3 - 4	
Can interact in a simple way provided the interlocutor is prepared to repeat or rephrase things at a slower rate of speech. Can ask and answer simple questions in areas of immediate need or on very familiar topics but cannot elaborate.		Can communicate and interact more fully and with greater ease in tasks requiring a simple and direct exchange of information on familiar topics and activities. Shows an ability to extend the interaction.
Task achievement (2 marks)		
1/2	1	2
Response is only partially relevant in spite of prompting and rephrasing.	Can understand the questions/ instructions but needs some prompting to formulate a relevant response.	Can immediately understand the questions/instructions and response is relevant.
Pronunciation, intonation, and stress (2 marks)		
1/2	1	2
Speech characterised by mispronunciations that interfere with meaning, and intonation and stress are heavily influenced by the first language.	Speech is generally clear and intelligible, with some influence of first language intonation and stress patterns, but meaning is generally achieved.	Speech is consistently clear and intelligible, using the appropriate intonation and stress to express the desired meaning.
Task Specific (2 marks)		
These marks are pegged with Tasks 3 and 4 for each test session.		

# ENGLISH: LISTENING

## TEACHER'S PAPER

**TIME:** 30 minutes

**PAPER 2**

### PROCEDURE FOR TASK 1

Look at Task One.

*(Allow 15 second pause while students familiarise themselves with the page.)*

Listen carefully. You will listen to the passage twice.

Now listen to the newspaper announcements. If you wish you may start answering the questions as you listen.

**1. Weddings:** The wedding took place on May 7<sup>th</sup> between John, son of Mr and Mrs Borg of Sliema and Anne, daughter of Mr and Mrs Camilleri of Siggiewi. The wedding ceremony was held at Siggiewi parish church and Mass was said by Fr James Abela. The witnesses at the wedding were Dr Paul Camilleri, the bride's brother and Sara Borg, the groom's sister. Little Mark Borg, the groom's nephew and Katia Camilleri, the bride's niece, were pageboy and flower girl respectively. A reception was later held at a local hotel. The couple spent their honeymoon in Italy.

**2. Births: BUGEJA** On April 30<sup>th</sup> at Mater Dei Hospital to Mary nee Vella and Jim, God's precious gift of a first-born son – Alexander. Special thanks to the midwife on duty as well as all the staff at the maternity section for their great care.

**3. What's on today**

At St James Cavalier, Valletta, an exhibition of paintings by Peter Barbara. Opening hours are between 10 am and 4pm.

At the National Museum of Fine Arts, an exhibition of sculptures by Mary Smith. Entrance free. Opening hours: 9 to 11 am, 5 to 8 pm

Listen carefully to the exercises related to the newspaper announcements.

Underline the correct word or phrase in each bracket.

**Weddings**

Number 1:

**The wedding Mass took place at (Siggiewi Parish Church, a chapel in Sliema, in Italy).**

*(4 seconds)*

Number 2:

**Dr Paul Camilleri and Sara Borg were (pageboys, flower girls, witnesses).** *(4 seconds)*

Number 3:

**The married couple (did not go, went, are going) abroad after the wedding.** *(4 seconds)*

### **Births**

Number 1:

**Alexander was born at (home, Mater Dei Hospital, a private hospital). (4 seconds)**

Number 2:

**Alexander (has, does not have, is not having) a brother. (4 seconds)**

### **What's on today**

Number 1:

**The exhibition at St James Cavalier is open for (ten, five, six) hours daily. (4 seconds)**

Number 2:

**Peter Barbara is a (sculptor, painter, plumber). (4 seconds)**

Number 3:

**You (pay, do not pay, paid) nothing to see the exhibition at the Museum of Fine Arts. (4 seconds)**

Now listen to the newspaper announcements again.

**1. Weddings:** The wedding took place on May 7<sup>th</sup> between John, son of Mr and Mrs Borg of Sliema and Anne, daughter of Mr and Mrs Camilleri of Siggiewi. The wedding ceremony was held at Siggiewi parish church and Mass was said by Fr James Abela. The witnesses at the wedding were Dr Paul Camilleri, the bride's brother and Sara Borg, the groom's sister. Little Mark Borg, the groom's nephew and Katia Camilleri, the bride's niece, were pageboy and flower girl respectively. A reception was later held at a local hotel. The couple spent their honeymoon in Italy.

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At the National Museum of Fine Arts, an exhibition of sculptures by Mary Smith. Entrance free. Opening hours: 9 to 11 am, 5 to 8 pm

Listen to the exercises again. You may finish this task as you listen.

Underline the correct word or phrase in each bracket.

### **Weddings**

Number 1:

**The wedding Mass took place at (Siggiewi Parish Church, a chapel in Sliema, in Italy). (4 seconds)**

Number 2:

**Dr Paul Camilleri and Sara Borg were (pageboys, flower girls, witnesses). (4 seconds)**

Number 3:

**The married couple (did not go, went, are going) abroad after the wedding. (4 seconds)**

### **Births**

Number 1:

**Alexander was born at (home, Mater Dei Hospital, a private hospital). (4 seconds)**

Number 2:

**Alexander (has, does not have, is not having) a brother. (4 seconds)**

### **What's on today**

Number 1:

**The exhibition at St James Cavalier is open for (ten, five, six) hours daily. (4 seconds)**

Number 2:

**Peter Barbara is a (sculptor, painter, plumber). (4 seconds)**

Number 3:

**You (pay, do not pay, paid) nothing to see the exhibition at the Museum of Fine Arts. (4 seconds)**

You now have some time to check your answers. (30 seconds)

This is the end of Task One.

*(Allow a 30 second pause between Task 1 and 2.)*

## **PROCEDURE FOR TASK 2**

Look at the exercises for Task 2.

*(Allow 50 seconds while the students familiarise themselves with the pages.)*

Listen carefully. You will listen to the passage twice.

Now listen to the extract from *Alice in Wonderland*. If you wish you may start completing the exercises as you listen.

The Caterpillar and Alice looked at each other for some time in silence: at last the Caterpillar took the hookah<sup>1</sup> out of its mouth, and addressed her in a languid, sleepy voice.

“Who are *you*?” said the Caterpillar.

This was not an encouraging opening for a conversation. Alice replied, rather shyly, “I – I hardly know, sir, just at present – at least I know who I *was* when I got up this morning, but I think I must have been changed several times since then.”

“What do you mean by that?” said the Caterpillar sternly. “Explain yourself!”

“I can’t explain *myself*, I’m afraid, sir,” said Alice, “because I’m not myself, you see.”

“I don’t see,” said Caterpillar.

“I’m afraid I can’t put it more clearly,” Alice replied very politely, “for I can’t understand it myself to begin with; and being so many different sizes a day is very confusing.”

“It isn’t,” said the Caterpillar.

“Well, perhaps you haven’t found it so yet,” said Alice, “but when you have to turn into a chrysalis – you will some day, you know – and then after that into a butterfly, I should think you’ll feel it a little queer, won’t you?”

“Not a bit,” said the Caterpillar.

“Well, perhaps your feelings may be different,” said Alice, “all I know is, it would feel very queer to *me*.”

“You!” said the Caterpillar contemptuously. “Who are *you*?”

Which brought them back again to the beginning of the conversation.

<sup>1</sup>a kind of pipe

*from Alice in Wonderland by Lewis Carroll*

Listen to the exercises and complete them.

Number 1: True, False or No Information Given (NIG)? Tick (✓) in the correct column.

**a) This conversation is between Alice and the Caterpillar.**

Tick the correct box now. (4 seconds)

**b) At first the two of them were silent.**

Tick the correct box now. (4 seconds)

**c) Alice was arrogant and loud.**

Tick the correct box now. (4 seconds)

**d) Alice is 10 years old.**

Tick the correct box now. (4 seconds)

Number 2: Underline the correct word or phrase in each bracket.

**a) Before he started talking to Alice, Caterpillar was (shouting, sleeping, smoking).**

Underline the correct word now (4 seconds)

**b) The caterpillar talked to Alice in a (loud, faint, shouting) and sleepy voice.**

Underline the correct word now (4 seconds)

**c) Alice found being so many different sizes (confusing, comforting, cruel).**

Underline the correct word now (4 seconds)

Number 3: Tick (✓) to show the correct answer.

**a) ‘I don’t see’ said the Caterpillar. By this he meant:**

**(i) He was blind.**

**(ii) He was wearing the wrong glasses.**

**(iii) He could not understand.**

Tick the best answer now (4 seconds)

**b) Alice said: ‘I’m afraid I can’t put it more clearly.’ By this she meant:**

**(i) She was very afraid.**

**(ii) She could not explain it any better.**

**(iii) She could not understand.**

Tick the best answer now (4 seconds)

Number 4: Complete the sentences using words from the text:

- a) **Alice thought that the caterpillar would feel \_\_\_\_\_ (2 seconds) when he turns into a chrysalis. Later on the chrysalis will \_\_\_\_\_ (2 seconds)**

Now fill in the blanks to complete the sentence. (10 seconds)

- b) **The end of the conversation brings them back to its \_\_\_\_\_ (2 seconds)**

Now fill in the blanks to complete the sentence. (10 seconds)

Listen to the extract again.

The Caterpillar and Alice looked at each other for some time in silence: at last the Caterpillar took the hookah<sup>1</sup> out of its mouth, and addressed here in a languid, sleepy voice.

“Who are *you*?” said the Caterpillar.

This was not an encouraging opening for a conversation. Alice replied, rather shyly, “I – I hardly know, sir, just at present – at least I know who I *was* when I got up this morning, but I think I must have been changed several times since then.”

“What do you mean by that?” said the Caterpillar sternly. “Explain yourself!”

“I can’t explain *myself*, I’m afraid, sir,” said Alice, “because I’m not myself, you see.”

“I don’t see,” said Caterpillar.

“I’m afraid I can’t put it more clearly,” Alice replied very politely, “for I can’t understand it myself to begin with; and being so many different sizes a day is very confusing.”

“It isn’t,” said the Caterpillar.

“Well, perhaps you haven’t found it so yet,” said Alice, “but when you have to turn into a chrysalis – you will some day, you know – and then after that into a butterfly, I should think you’ll feel it a little queer, won’t you?”

“Not a bit,” said the Caterpillar.

“Well, perhaps your feelings may be different,” said Alice, “all I know is, it would feel very queer to *me*.”

“You!” said the Caterpillar contemptuously. “Who are *you*?”

Which brought them back again to the beginning of the conversation.

<sup>1</sup>a kind of pipe

*from Alice in Wonderland by Lewis Carroll*

Listen to the exercises again. You may finish off any remaining exercises as you listen.

Number 1: True, False or No Information Given (NIG)? Tick (✓) in the correct column.

- a) **This conversation is between Alice and the Caterpillar.**

Tick the correct box now. (4 seconds)

- b) **At first the two of them were silent.**

Tick the correct box now. (4 seconds)

- c) **Alice was arrogant and loud.**

Tick the correct box now. (4 seconds)

- d) **Alice is 10 years old.**

Tick the correct box now. (4 seconds)

Number 2: Underline the correct word or phrase in each bracket.

**a) Before he started talking to Alice, Caterpillar was (shouting, sleeping, smoking).**

Underline the correct word now *(4 seconds)*

**b) The caterpillar talked to Alice in a (loud, faint, shouting) and sleepy voice.**

Underline the correct word now *(4 seconds)*

**c) Alice found being so many different sizes (confusing, comforting, cruel).**

Underline the correct word now *(4 seconds)*

Number 3: Tick (✓) to show the correct answer.

**a) 'I don't see' said the Caterpillar. By this he meant:**

**(i) He was blind.**

**(ii) He was wearing the wrong glasses.**

**(iii) He could not understand.**

Tick the best answer now *(4 seconds)*

**b) Alice said: 'I'm afraid I can't put it more clearly.' By this she meant:**

**(i) She was very afraid.**

**(ii) She could not explain it any better.**

**(iii) She could not understand.**

Tick the best answer now *(4 seconds)*

Number 4: Complete the sentences using words from the text:

**a) Alice thought that the caterpillar would feel \_\_\_\_\_ (2 seconds) when he turns into a chrysalis. Later on the chrysalis will \_\_\_\_\_ (2 seconds)**

Now fill in the blanks to complete the sentence. *(10 seconds)*

**b) The end of the conversation brings them back to its \_\_\_\_\_ (2 seconds)**

Now fill in the blanks to complete the sentence. *(10 seconds)*

You now have some time to check your answers. *(1 minute)*

This is the end of Task 2 and the end of the Listening Examination Paper 2.



<p style="text-align: center;"><b>ENGLISH: ORAL</b></p> <p style="text-align: center;"><b>INTERLOCUTOR PAPER</b></p>
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**TIME:** 10 minutes

**PAPER 3**

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**Task 1: Warmer**

*(1 minute, not assessed)*

- |    |               |  |
|----|---------------|--|
| 1A | To Student A: | <b>Good morning _____, can you spell your name for me please?</b>  |
| 1B | To Student B: | <b>Good morning _____, can you spell your name for me please?</b>  |
| 2A | To Student A: | <b>Where do you live? What is your address?</b>  |
| 2B | To Student B: | <b>How old are you? Which month of the year do you like best? Why?</b>   |
| 3A | To Student A: | <b>How do you get to school in the morning? Do you walk or do you come by bus? What do you usually see on the way? (prompt: school children? Adults? Shops? Market?)</b> |
| 3B | To Student B: | <b>Talk to me about your favourite room in the house. Why is it your favourite room? What else makes it your favourite room?</b>   |
| 4A | To Student A: | <b>What do you plan to do after school?</b>  |
| 4B | To Student B: | <b>What did you do yesterday after school?</b>   |

## Task 2: Interview

(3 minutes)

Interlocutor asks questions on one topic per student at a time as indicated below.

The interlocutor says to Student A:

**I'm going to ask you some questions about *your street*.**

- a) What is the name of your street? Do you have any idea why it has that name?
- b) Can you describe your street? Are all buildings of the same type?
- c) Is there a particular building which you love/hate? Why?

The interlocutor says to Student B:

**I'm going to ask you some questions about *your grandma's house*.**

- a) What kind of house does your grandma live in? Can you describe it for me?
- b) Is there a room you particularly like? Is there a garden/yard?
- c) Does grandma live in the same town/village? Do you prefer her village to yours? Can you give reasons for this?

The interlocutor says to Student A:

**I'm going to ask you some questions about *the people who help us*.**

- a) Can you mention a person who helps us in our life? How does this person usually help us?
- b) Can you mention another person who helps us too? Have you ever been helped by this person? How were you helped?
- c) How can we show these persons that we are grateful for the help they offer us?

The interlocutor says to Student B:

**I'm going to ask you some questions about *the weather today*.**

- a) So what can you tell me about the weather today? Why do you like/dislike today's weather?
- b) Is the weather always the same? Why does it change? How?
- c) Does the weather affect you? Does it make any difference in your life?

### Task 3: Inverted Interview

*(3 minutes)*

The Interlocutor tells the students while placing the picture in front of them: **I want you to look at this picture. Now, I know the children in the picture. You can ask me questions about them and I will answer. Have you understood? Would you like to know about them? Ask me about ...**

Interlocutor prompts each student to ask a question in turn.

- The names, who they are
- The place
- The event
- The relationship between the children
- Her feelings at this moment (Interlocutor points to girl running)
- The moments just before the picture was taken
- What the children's family/ies said to them after the storm
- The children's clothes
- Dating the photo
- Where the boy is running to
- The car in the background

### Task 4: Compare and Contrast

*(3 minutes)*

Interlocutor says: **Look carefully at these two pictures and I will ask you both some questions about them.**

1A To Student A: **Tell me how they are different.**

1B To Student B: **Tell me how they are similar.**

2A To Student A:

- a) What colour would the bus in the picture usually be?
- b) What about the age of the bus? Was it built recently?
- c) Are these buses still in use? What do you know about them?
- d) Can you guess where the photo was taken?
- e) Can you see anyone in the picture?

2B To Student B:

- a) What colour would the bus in the picture usually be?
- b) What particular name does the bus company have?
- c) Do you remember when this bus company started work in Malta?
- d) What number does it show? What does the number indicate?
- e) What do the logos on the bus indicate?

## CRITERIA FOR ASSESSMENT – ENGLISH ORAL SKILLS

Range of vocabulary (5 marks)		
0 - 1 - 2	3 - 4 - 5	
Can name and use basic vocabulary and phrases related to everyday objects, activities, and people. Has knowledge of thematic word sets. Makes occasional use of another language.		Can use a wider range of vocabulary and phrases to be more specific in expressing meaning appropriate to the context.
Range of grammatical structure (5 marks)		
0 - 1 - 2	3 - 4 - 5	
Can use basic grammatical structures and construct simple sentence structures.		Can use a range of grammatical structures and construct complex sentence structures linked with a range of connectors.
Fluency and interaction (4 marks)		
0 - 1 - 2	3 - 4	
Can interact in a simple way provided the interlocutor is prepared to repeat or rephrase things at a slower rate of speech. Can ask and answer simple questions in areas of immediate need or on very familiar topics but cannot elaborate.		Can communicate and interact more fully and with greater ease in tasks requiring a simple and direct exchange of information on familiar topics and activities. Shows an ability to extend the interaction.
Task achievement (2 marks)		
1/2	1	2
Response is only partially relevant in spite of prompting and rephrasing.	Can understand the questions/ instructions but needs some prompting to formulate a relevant response.	Can immediately understand the questions/instructions and response is relevant.
Pronunciation, intonation, and stress (2 marks)		
1/2	1	2
Speech characterised by mispronunciations that interfere with meaning, and intonation and stress are heavily influenced by the first language.	Speech is generally clear and intelligible, with some influence of first language intonation and stress patterns, but meaning is generally achieved.	Speech is consistently clear and intelligible, using the appropriate intonation and stress to express the desired meaning.
Task Specific (2 marks)		
These marks are pegged with Tasks 3 and 4 for each test session.		

# ENGLISH: LISTENING

## TEACHER'S PAPER

**TIME:** 30 minutes

**PAPER 3**

### PROCEDURE FOR TASK 1

Look at Task One.

*(Allow 15 second pause while students familiarise themselves with the page.)*

Listen carefully. You will listen to the passage twice.

Now listen to the conversation. If you wish you may start answering the questions as you listen.

*Dad is talking to Ben about his childhood.*

Ben: Tell me about the games you used to play.

Dad: Oh, first of all we played most of our games out in the street.

Ben: Wow! What about traffic?

Dad: When I was young there were fewer cars than there are today and it was quiet in our street.

Ben: So what did you play?

Dad: Everything we knew of! Sometimes we played football, at other times we played hide and seek. We also had plenty of marbles and spent hours playing with them.

Ben: I do have some marbles; will you teach me how to play marbles with my friends?

Dad: Of course I will! But, you know, we enjoyed it most when we invented some new game there and then. Your uncle Tony was the one who invented the most exciting games! I will never forget when we broke the neighbour's window pane!

Ben: You never told me this before! What happened?

Dad: It was an accident of course! We were lucky that the neighbour was not fussy or anything ... Once we explained to her what had happened and promised to pay for the window pane, she was happy! My mother, your Grandma Jessie, made much more of a fuss!

Ben: Playing in the street sounds like fun, doesn't it? I wish streets were as safe these days!

Listen carefully to the exercises related to the conversation.

Number 1:

Underline the correct phrase or word in the brackets.

- a) The dialogue is between Ben and his (father, friend, uncle). (4 seconds)
- b) Dad is (older, younger, shorter) than Ben. (4 seconds)
- c) When Dad was young there were (more, most, fewer) cars in the streets. (4 seconds)
- d) Dad used to play hide and (sick, seek, stick) with his friends. (4 seconds)
- e) Uncle Tony is Dad's (sister, brother, father). (4 seconds)
- f) Grandma Jessie is Dad's (sister, mother, wife). (4 seconds)
- g) Dad and his friends broke a neighbour's window (pane, pain, rain). (4 seconds)
- h) The neighbour (was, was not, isn't) fussy. (4 seconds)

Number 2: Tick (✓) the statements which are true.

- a) **When Dad was a young boy,**  
    (i) **traffic was heavier.**  
    (ii) **there was less traffic.**  
    (iii) **children had no toys.**

Tick the correct answer now. (4 seconds)

- b) **Dad enjoyed himself most when**  
    (i) **they played football.**  
    (ii) **they played hide and seek.**  
    (iii) **they invented a new game.**

Tick the correct answer now. (4 seconds)

- c) **Ben thinks that**  
    (i) **streets are very safe today.**  
    (ii) **streets are no longer so safe.**  
    (iii) **streets are playing fields.**

Tick the correct answer now. (4 seconds)

- d) **This dialogue shows us that**  
    (i) **customs never change.**  
    (ii) **children always enjoy playing.**  
    (iii) **Dads are very serious people.**

Tick the correct answer now. (4 seconds)

Now listen to the conversation again.

*Dad is talking to Ben about his childhood.*

Ben: Tell me about the games you used to play.

Dad: Oh, first of all we played most of our games out in the street.

Ben: Wow! What about traffic?

Dad: When I was young there were fewer cars than there are today and it was quiet in our street.

Ben: So what did you play?

Dad: Everything we knew of! Sometimes we played football, at other times we played hide and seek. We also had plenty of marbles and spent hours playing with them.

Ben: I do have some marbles; will you teach me how to play marbles with my friends?

Dad: Of course I will! But, you know, we enjoyed it most when we invented some new game there and then. Your uncle Tony was the one who invented the most exciting games! I will never forget when we broke the neighbour's window pane!

Ben: You never told me this before! What happened?

Dad: It was an accident of course! We were lucky that the neighbour was not fussy or anything ... Once we explained to her what had happened and promised to pay for the window pane, she was happy! My mother, your Grandma Jessie, made much more of a fuss!

Ben: Playing in the street sounds like fun, doesn't it? I wish streets were as safe these days!

Listen to the exercises again. You may finish this task as you listen.

Number 1:

Underline the correct phrase or word in the brackets.

- a) The dialogue is between Ben and his (father, friend, uncle). (4 seconds)
- b) Dad is (older, younger, shorter) than Ben. (4 seconds)
- c) When Dad was young there were (more, most, fewer) cars in the streets. (4 seconds)
- d) Dad used to play hide and (sick, seek, stick) with his friends. (4 seconds)
- e) Uncle Tony is Dad's (sister, brother, father). (4 seconds)
- f) Grandma Jessie is Dad's (sister, mother, wife). (4 seconds)
- g) Dad and his friends broke a neighbour's window (pane, pain, rain). (4 seconds)
- h) The neighbour (was, was not, isn't) fussy. (4 seconds)

Number 2: Tick (✓) the statements which are true.

- a) When Dad was a young boy,
  - (i) traffic was heavier.
  - (ii) there was less traffic.
  - (iii) children had no toys.

Tick the correct answer now. (4 seconds)

- b) Dad enjoyed himself most when
  - (i) they played football.
  - (ii) they played hide and seek.
  - (iii) they invented a new game.

Tick the correct answer now. (4 seconds)

- c) Ben thinks that
  - (i) streets are very safe today.
  - (ii) streets are no longer so safe.
  - (iii) streets are playing fields.

Tick the correct answer now. (4 seconds)

- d) This dialogue shows us that
  - (i) customs never change.
  - (ii) children always enjoy playing.
  - (iii) Dads are very serious people.

Tick the correct answer now. (4 seconds)

You now have some time to check your answers. (30 seconds)

This is the end of Task One.

(Allow a 30 second pause between Task 1 and 2.)

## PROCEDURE FOR TASK 2

Look at the exercises for Task 2.

*(Allow 50 seconds while the students familiarise themselves with the pages.)*

Listen carefully. You will listen to the passage twice.

Now listen to the passage about the wind. If you wish you may start completing the exercises as you listen.

Wind is moving air. This air moves over the surface of the Earth at different speeds. This means that on some days, when the air is hardly moving, it will be very calm and there will hardly be any wind. On other days the wind can be stronger or even very strong. A gale is a very strong wind blowing at about 70 km per hour. A hurricane is the strongest wind of all. Hurricanes usually occur in tropical areas. During a hurricane winds blow at around 120 km per hour or even more.

Wind comes from different directions. It can come from the North or from the South, the West or the East. In Malta, the most common winds are the North winds, that is, those winds blowing from the North. These winds bring fresher air in summer and cooler air in winter. On the other hand, winds from the South are rather warm and moist. Sometimes winds blow from over the Sahara Desert which is in Africa. These winds bring sand with them! In the old days, farmers welcomed this sand because it made their fields more fertile.

Today we may even get clean energy from the wind. Wind turbines turn wind energy into electricity. This kind of energy can be created time and time again so it is renewable. There are plans to build some wind turbines off the shores of Malta so we will have clean wind energy.

Listen to the exercises and complete them.

Number 1: True, False or No Information Given (NIG)? Tick in the correct box.

**a) Wind is air in motion.**

Tick the correct box now. *(4 seconds)*

**b) Days can be calm or very windy.**

Tick the correct box now. *(4 seconds)*

**c) It is never windy in summer.**

Tick the correct box now. *(4 seconds)*

**d) Winds from the North are usually warm.**

Tick the correct box now. *(4 seconds)*

**e) South winds are usually quite moist.**

Tick the correct box now. *(4 seconds)*

**f) We can get electricity from the wind.**

Tick the correct box now. *(4 seconds)*



Number 2: Complete these sentences with words from the text.

**a) A wind that blows at around 70 km per hour is a \_\_\_\_\_ . (2 seconds)**

Now fill in the blanks to complete the sentence. (10 seconds)

**b) The Sahara Desert is in \_\_\_\_\_ . (2 seconds)**

Now fill in the blanks to complete the sentence. (10 seconds)

**c) Renewable energy is energy that can be used again and \_\_\_\_\_ . (2 seconds)**

Now fill in the blanks to complete the sentence. (10 seconds)

**d) Winds can come from the North or from the \_\_\_\_\_ , from the East or from the \_\_\_\_\_ . (2 seconds)**

Now fill in the blanks to complete the sentence. (10 seconds)

**e) The sands brought by the South winds make the \_\_\_\_\_ more fertile. (2 seconds)**

Now fill in the blanks to complete the sentence. (10 seconds)

Number 3: Choose the correct answer by putting a tick (✓) in the correct box.

**a) Winds**

**(i) always move at the same speed.**

**(ii) move at different speeds.**

**(iii) happen when the air is very still.**

Tick the best answer now (4 seconds)

**b) Wind direction tells us:**

**(i) where the wind is coming from.**

**(ii) where the wind is going.**

**(iii) where we are going.**

Tick the best answer now (4 seconds)

Number 4: Underline the word that completes the sentence correctly.

**a) Hurricanes are the (strong, stronger, strongest) winds you can get and they usually happen in countries which are found in the (Poles, Tropics, Africa).**

Underline the correct words now. (4 seconds)

**b) Wind (turbines, mills, vanes) generate energy from the wind. This energy is turned into (electronics, electric, electricity).**

Underline the correct words now. (4 seconds)

Listen to the passage again.

Wind is moving air. This air moves over the surface of the Earth at different speeds. This means that on some days, when the air is hardly moving, it will be very calm and there will hardly be any wind. On other days the wind can be stronger or even very strong. A gale is a very strong wind blowing at about 70 km per hour. A hurricane is the strongest wind of all. Hurricanes usually occur in tropical areas. During a hurricane winds blow at around 120 km per hour or even more.

Wind comes from different directions. It can come from the North or from the South, the West or the East. In Malta, the most common winds are the North winds, that is, those winds blowing from the North. These winds bring fresher air in summer and cooler air in winter. On the other hand, winds from the South are rather warm and moist. Sometimes winds blow

from over the Sahara Desert which is in Africa. These winds bring sand with them! In the old days, farmers welcomed this sand because it made their fields more fertile.

Today we may even get clean energy from the wind. Wind turbines turn wind energy into electricity. This kind of energy can be created time and time again so it is renewable. There are plans to build some wind turbines off the shores of Malta so we will have clean wind energy.

Listen to the exercises again. You may finish off any remaining exercises as you listen.

Number 1: True, False or No Information Given (NIG)? Tick in the correct box.

**a) Wind is air in motion.**

Tick the correct box now. (4 seconds)

**b) Days can be calm or very windy.**

Tick the correct box now. (4 seconds)

**c) It is never windy in summer.**

Tick the correct box now. (4 seconds)

**d) Winds from the North are usually warm.**

Tick the correct box now. (4 seconds)

**e) South winds are usually quite moist.**

Tick the correct box now. (4 seconds)

**f) We can get electricity from the wind.**

Tick the correct box now. (4 seconds)

Number 2: Complete these sentences with words from the text.

**a) A wind that blows at around 70 km per hour is a \_\_\_\_\_.** (2 seconds)

Now fill in the blanks to complete the sentence. (10 seconds)

**b) The Sahara Desert is in \_\_\_\_\_.** (2 seconds)

Now fill in the blanks to complete the sentence. (10 seconds)

**c) Renewable energy is energy that can be used again and \_\_\_\_\_.** (2 seconds)

Now fill in the blanks to complete the sentence. (10 seconds)

**d) Winds can come from the North or from the \_\_\_\_\_, from the East or from the \_\_\_\_\_.** (2 seconds)

Now fill in the blanks to complete the sentence. (10 seconds)

**e) The sands brought by the South winds make the \_\_\_\_\_ more fertile.** (2 seconds)

Now fill in the blanks to complete the sentence. (10 seconds)

Number 3: Choose the correct answer by putting a tick (✓) in the correct box.

**a) Winds**

**(i) always move at the same speed.**

**(ii) move at different speeds.**

**(iii) happen when the air is very still.**

Tick the best answer now (4 seconds)

- b) Wind direction tells us:**  
**(i) where the wind is coming from.**  
**(ii) where the wind is going.**  
**(iii) where we are going.**

Tick the best answer now *(4 seconds)*

Number 4: Underline the word that completes the sentence correctly.

- a) Hurricanes are the (strong, stronger, strongest) winds you can get and they usually happen in countries which are found in the (Poles, Tropics, Africa).**

Underline the correct words now. *(4 seconds)*

- b) Wind (turbines, mills, vanes) generate energy from the wind. This energy is turned into (electronics, electric, electricity).**

Underline the correct words now. *(4 seconds)*

You now have some time to check your answers. *(1 minute)*

This is the end of Task 2 and the end of the Listening Examination Paper 3.

<p style="text-align: center;"><b>ENGLISH: ORAL</b></p> <p style="text-align: center;"><b>INTERLOCUTOR PAPER</b></p>
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**TIME:** 10 minutes

**PAPER 4**

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**Task 1: Warmer**

*(1 minute, not assessed)*

- |    |               |   |
|----|---------------|---|
| 1A | To Student A: | Good morning _____, can you spell your name for me please?  |
| 1B | To Student B: | Good morning _____, can you spell your name for me please?  |
| 2A | To Student A: | Where do you live? What is your address?  |
| 2B | To Student B: | How old are you? Which month of the year do you like best? Why?   |
| 3A | To Student A: | How do you get to school in the morning? Do you walk or do you come by bus? What do you usually see on the way? (prompt: school children? Adults? Shops? Market?) |
| 3B | To Student B: | Talk to me about your favourite room in the house. Why is it your favourite room? What else makes it your favourite room?   |
| 4A | To Student A: | What do you plan to do after school?  |
| 4B | To Student B: | What did you do yesterday after school?   |

## Task 2: Interview

(3 minutes)

Interlocutor asks questions on one topic per student at a time as indicated below.

The interlocutor says to Student A:

**I'm going to ask you some questions about *today's weather*.**

- a) What is the weather like today? Is there anything you'd like to comment about?
- b) Why is today hot/cool/wet/windy do you think?
- c) Is the weather always the same? How often does it change?

The interlocutor says to Student B:

**I'm going to ask you some questions about *the school*.**

- a) What kind of school do you attend? Can you describe the building for me?
- b) Is there a particular place in the school which you don't like? Have you been in all rooms at the school?
- c) So would you say yours is a big school? Why do you say so? If you could, would you add anything to your school building?

The interlocutor says to Student A:

**I'm going to ask you some questions about *your house*.**

- a) What kind of house do you live in? Can you describe it for me?
- b) How many rooms do you have in the house? Do you have your own room?
- c) Is there a room/corner/space you prefer? Would you add anything to your house?

The interlocutor says to Student B:

**I'm going to ask you some questions about *the environment*.**

- a) What is your opinion of the environment at school/in the village?
- b) Can you do anything to help? Do you do anything to help?
- c) What can you do to encourage your friends to be environmentally friendly? What difference does this make in your life?

### **Task 3: Compare and Contrast**

**(3 minutes)**

Interlocutor says: **Look carefully at these two pictures and I will ask you both some questions about them.**

1A To Student A: **Tell me how they are different.**

1B To Student B: **Tell me how they are similar.**

2A To Student A:

- a) What is the woman in the picture doing?
- b) What do you think is the relationship between the woman and the child?
- c) What kind of food is the child eating?
- d) Are they sitting ...?
- e) Have you ever done something similar?

2B To Student B:

- a) How old, do you think, is the child in the picture?
- b) Who, do you think, is the woman in the picture?
- c) In which room are they?
- d) Describe the seating arrangement.
- e) Describe the woman's appearance.

## CRITERIA FOR ASSESSMENT – ENGLISH ORAL SKILLS

Range of vocabulary (5 marks)		
0 - 1 - 2	3 - 4 - 5	
Can name and use basic vocabulary and phrases related to everyday objects, activities, and people. Has knowledge of thematic word sets. Makes occasional use of another language.		Can use a wider range of vocabulary and phrases to be more specific in expressing meaning appropriate to the context.
Range of grammatical structure (5 marks)		
0 - 1 - 2	3 - 4 - 5	
Can use basic grammatical structures and construct simple sentence structures.		Can use a range of grammatical structures and construct complex sentence structures linked with a range of connectors.
Fluency and interaction (4 marks)		
0 - 1 - 2	3 - 4	
Can interact in a simple way provided the interlocutor is prepared to repeat or rephrase things at a slower rate of speech. Can ask and answer simple questions in areas of immediate need or on very familiar topics but cannot elaborate.		Can communicate and interact more fully and with greater ease in tasks requiring a simple and direct exchange of information on familiar topics and activities. Shows an ability to extend the interaction.
Task achievement (2 marks)		
1/2	1	2
Response is only partially relevant in spite of prompting and rephrasing.	Can understand the questions/ instructions but needs some prompting to formulate a relevant response.	Can immediately understand the questions/instructions and response is relevant.
Pronunciation, intonation, and stress (2 marks)		
1/2	1	2
Speech characterised by mispronunciations that interfere with meaning, and intonation and stress are heavily influenced by the first language.	Speech is generally clear and intelligible, with some influence of first language intonation and stress patterns, but meaning is generally achieved.	Speech is consistently clear and intelligible, using the appropriate intonation and stress to express the desired meaning.
Task Specific (2 marks)		
These marks are pegged with Tasks 3 and 4 for each test session.		

# ENGLISH: LISTENING

## TEACHER'S PAPER

**TIME:** 30 minutes

**PAPER 4**

### PROCEDURE FOR TASK 1

Look at Task One.

*(Allow 15 second pause while students familiarise themselves with the page.)*

Listen carefully. You will listen to the passage twice.

Now listen to the news bulletin. If you wish you may start answering the questions as you listen.

Here is a special news bulletin. It tells us only interesting facts! These are the news headlines:

- The Amazon rainforest
- The largest seed bank
- Ancient Capitals
- Snookered
- Kids in Spain

The **Amazon Rainforest** is two-thirds the size of the United States. It is shared by 9 countries with the largest part in Brazil, followed by Peru.

The Svalbard Global **Seed Vault**, a **seed bank** in Svalbard, Norway and nicknamed as the "Doomsday Vault", now has more than half a million seed samples. That makes this seed bank the one place on our planet with the largest number of different kinds of seeds. A seed bank is a place where seeds of plants grown are kept in case some disease spreads or a disaster happens that wipes out a crop.

**Beirut and Jerusalem**, the capital cities of Lebanon and Israel respectively are amongst the oldest continuously inhabited cities in the world.

Snooker gives us the slang word "**snookered**". In the game, it refers to a player being put in a position where he or she is unable to make a clean shot. It has now also come to mean a situation where one finds oneself trapped.

There are not enough **kids** being born **in Spain**. To encourage people to have more children, the Spanish government currently gives money to people who have babies. This is one of the things that might get cut as Spain tries to reduce the amount of money it spends.



Listen carefully to the exercises related to the news bulletin.

Number 1: Fill in with numbers:

**a) The Amazon Rainforest is \_\_\_\_\_ thirds the size of the USA.**

Fill in with numbers now (4 seconds)

**b) The Amazon Rainforest is found in \_\_\_\_\_ countries.**

Fill in with numbers now (4 seconds)

**c) The 'Doomsday Vault' has around \_\_\_\_\_ a million seed samples.**

Fill in with numbers now (4 seconds)

Number 2: Fill in with proper names.

**a) Beirut is the capital of \_\_\_\_\_ (2 seconds) while \_\_\_\_\_ (2 seconds) is the capital of Israel.**

Fill in with the proper names now (4 seconds)

**b) In \_\_\_\_\_ (2 seconds) people get paid if they have children.**

Fill in with the proper names now (4 seconds)

**c) Brazil and \_\_\_\_\_ (2 seconds) both have huge forests.**

Fill in with the proper names now (4 seconds)

Number 3: Underline the correct word:

**a) The seed bank in Norway has the (large, larger, largest) number of different kinds of seeds.**

Underline the correct word now (4 seconds)

**b) The seeds are kept just in case there is a (disease, this is, cease) or disaster.**

Underline the correct word now (4 seconds)

**c) Beirut and Jerusalem are among the (youngest, old, oldest) cities in the world.**

Underline the correct word now (4 seconds)

**d) Snooker is a (trap, game, shot).**

Underline the correct word now (4 seconds)

**e) A person is 'snookered' when he finds himself in a (trap, house, game).**

Underline the correct word now (4 seconds)

Number 4: Match each picture with the news headline by inserting the correct letter in the picture. One is done for you.

**A: The Amazon rainforest (4 seconds)**

**B: The largest seed bank**

Insert the correct letter now (4 seconds)

**C: Ancient Capitals**

Insert the correct letter now (4 seconds)

**D: Snookered**

Insert the correct letter now (4 seconds)

**E: Kids in Spain**

Insert the correct letter now (4 seconds)

Now listen to the news bulletin again.

Here is a special news bulletin. It tells us only interesting facts! These are the news headlines:

- The Amazon rainforest
- The largest seed bank
- Ancient Capitals
- Snookered
- Kids in Spain

The **Amazon Rainforest** is two-thirds the size of the United States. It is shared by 9 countries with the largest part in Brazil, followed by Peru.

The Svalbard Global **Seed Vault**, a **seed bank** in Svalbard, Norway and nicknamed as the "Doomsday Vault", now has more than half a million seed samples. That makes this seed bank the one place on our planet with the largest number of different kinds of seeds. A seed bank is a place where seeds of plants grown are kept in case some disease spreads or a disaster happens that wipes out a crop.

**Beirut and Jerusalem**, the capital cities of Lebanon and Israel respectively are amongst the oldest continuously inhabited cities in the world.

Snooker gives us the slang word "**snookered**". In the game, it refers to a player being put in a position where he or she is unable to make a clean shot. It has now also come to mean a situation where one finds oneself trapped.

There are not enough **kids** being born **in Spain**. To encourage people to have more children, the Spanish government currently gives money to people who have babies. This is one of the things that might get cut as Spain tries to reduce the amount of money it spends.

Listen to the exercises again. You may finish this task as you listen.

Number 1: Fill in with numbers:

a) **The Amazon Rainforest is \_\_\_\_\_ thirds the size of the USA.**

Fill in with numbers now (4 seconds)

b) **The Amazon Rainforest is found in \_\_\_\_\_ countries.**

Fill in with numbers now (4 seconds)

c) **The 'Doomsday Vault' has around \_\_\_\_\_ a million seed samples.**

Fill in with numbers now (4 seconds)

Number 2: Fill in with proper names.

a) **Beirut is the capital of \_\_\_\_\_ (2 seconds) while \_\_\_\_\_ (2 seconds) is the capital of Israel.**

Fill in with the proper names now (4 seconds)

b) **In \_\_\_\_\_ (2 seconds) people get paid if they have children.**

Fill in with the proper names now (4 seconds)

c) **Brazil and \_\_\_\_\_ (2 seconds) both have huge forests.**

Fill in with the proper names now (4 seconds)

Number 3: Underline the correct word:

**a) The seed bank in Norway has the (large, larger, largest) number of different kinds of seeds.**

Underline the correct word now (4 seconds)

**b) The seeds are kept just in case there is a (disease, this is, cease) or disaster.**

Underline the correct word now (4 seconds)

**c) Beirut and Jerusalem are among the (youngest, old, oldest) cities in the world.**

Underline the correct word now (4 seconds)

**d) Snooker is a (trap, game, shot).**

Underline the correct word now (4 seconds)

**e) A person is 'snookered' when he finds himself in a (trap, house, game).**

Underline the correct word now (4 seconds)

Number 4: Match each picture with the news headline by inserting the correct letter in the picture. One is done for you.

**A: The Amazon rainforest** (4 seconds)

**B: The largest seed bank**

Insert the correct letter now (4 seconds)

**C: Ancient Capitals**

Insert the correct letter now (4 seconds)

**D: Snookered**

Insert the correct letter now (4 seconds)

**E: Kids in Spain**

Insert the correct letter now (4 seconds)

You now have some time to check your answers. (30 seconds)

This is the end of Task One.

(Allow a 30 second pause between Task 1 and 2.)

## PROCEDURE FOR TASK 2

Look at the exercises for Task 2.

(Allow 50 seconds while the students familiarise themselves with the pages.)

Listen carefully. You will listen to the passage twice.

Now listen to the telephone dialogue between Jill, a salesperson and Nina, a housewife. If you wish you may start completing the exercises as you listen.

Nina: Hello! Nina here.

Jill: Good morning Nina. This is Jill from Phone Sales Ltd. I'm phoning to let you know about some new products that our company has on the market.

Nina: Sorry, but I'm in a hurry; I don't have time for this.

Jill: Listen! It will only take a couple of minutes and we have fantastic offers.

Nina: Ok, then. What offers?

Jill: Well, we have this new liquid detergent – it's guaranteed to remove all stains. 10 litres cost only €10 and you have a free 500 ml bottle of fabric softener with it.

Nina: It sounds good to me. I'd like to try it. Do you have other offers?

Jill: Of course. You should also try our shower gel. It comes in 1 litre bottles and leaves the skin smooth and healthy looking. With every 2 bottles you will get a free towel.

Nina:	As it happens, I've just bought a month's supply of shower gel, so I'm not really interested in this offer ...
Jill:	What about skin care products? We have face creams, body lotions, after shaves, day creams, night creams, moisturisers ... a whole range. They come at very competitive prices ...
Nina:	I do need a moisturiser. How much would it cost?
Jill:	I assure you we have the lowest prices on the market; a 50ml tub costs less than €7. And don't forget – it's a very good brand!
Nina:	I'll take that, thanks! How about delivery?
Jill:	It's free, don't worry! Just let me know when you'll be home and our delivery man will bring it to you. Is the address that appears on the telephone directory correct?
Nina:	Yes, it is. Next door to me there is a bakery, so your delivery man should not have any problems finding me. I'm usually home in the mornings.
Jill:	That's settled then! Thank you for your custom.
Nina:	Thank you!

Listen to the exercises and complete them.

Number 1: True, False or No Information Given (NIG)? Tick (✓) in the correct column.

**a) Nina and Jill are having a telephone conversation.**

Tick the correct box now. (4 seconds)

**b) Jill's company sells detergents and personal hygiene products.**

Tick the correct box now. (4 seconds)

**c) Nina does not have to pay for the fabric softener.**

Tick the correct box now. (4 seconds)

**d) Nina decides to buy some shower gel.**

Tick the correct box now. (4 seconds)

**e) The shower gel costs more than €10.**

Tick the correct box now. (4 seconds)

**f) Nina will have to pay the delivery man.**

Tick the correct box now. (4 seconds)

Number 2: Underline the correct word or phrase in each bracket.

**a) The detergent is in (powder, liquid, pill) form.**

Underline the correct word now (4 seconds)

**b) The bottle of fabric softener contains (a litre, 2 litres, half a litre) of the product.**

Underline the correct word now (4 seconds)

**c) The tub of moisturiser contains (more than, less than, exactly) 50 ml of the product.**

Underline the correct word now (4 seconds)

**d) The telephone directory usually shows a person's telephone number and (neighbours, address, identity card number).**

Underline the correct word now (4 seconds)

Number 3: Tick (✓) to show the correct answer.

**a) Jill says that her company has new products on the market. *On the market* means:**

**(i) on the floor of the shop.**

**(ii) for sale.**

**(iii) in the shopping bag.**

Tick the best answer now. (4 seconds)

**b) Nina says *I'm in a hurry*. This means that:**

- (i) Nina needs to go out.**
- (ii) Nina cannot be long on the phone.**
- (iii) Nina needs to cook.**

Tick the best answer now. (4 seconds)

**c) Nina says *It sounds good to me*. This means that:**

- (i) Nina likes the idea.**
- (ii) Nina is listening to some good music.**
- (iii) Nina likes good sounds.**

Tick the best answer now. (4 seconds)

**d) Jill says *thank you for your custom*. This means:**

- (i) thanking people is what I normally do.**
- (ii) thank you for buying from us.**
- (iii) it is usual that people buy from us.**

Tick the best answer now. (4 seconds)

Number 4: Complete the sentences by using words or phrases from the text.

**a) Moisturisers, body lotions and day creams are examples of \_\_\_\_\_**  
(2 seconds) **products.**

Now fill in the blanks to complete the sentence. (10 seconds)

**b) According to Jill, the moisturiser is a very good \_\_\_\_\_.** (2 seconds)

Now fill in the blanks to complete the sentence. (10 seconds)

**c) Next door to Nina, there is a \_\_\_\_\_.**

Now fill in the blanks to complete the sentence. (10 seconds)

Listen to the telephone dialogue again.

Nina: Hello! Nina here.

Jill: Good morning Nina. This is Jill from Phone Sales Ltd. I'm phoning to let you know about some new products that our company has on the market.

Nina: Sorry, but I'm in a hurry; I don't have time for this.

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Jill: Of course. You should also try our shower gel. It comes in 1 litre bottles and leaves the skin smooth and healthy looking. With every 2 bottles you will get a free towel.

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Nina: I'll take that, thanks! How about delivery?

Jill:	It's free, don't worry! Just let me know when you'll be home and our delivery man will bring it to you. Is the address that appears on the telephone directory correct?
Nina:	Yes, it is. Next door to me there is a bakery, so your delivery man should not have any problems finding me. I'm usually home in the mornings.
Jill:	That's settled then! Thank you for your custom.
Nina:	Thank you!

Listen to the exercises again. You may finish off any remaining exercises as you listen.

Number 1: True, False or No Information Given (NIG)? Tick (✓) in the correct column.

**a) Nina and Jill are having a telephone conversation.**

Tick the correct box now. (4 seconds)

**b) Jill's company sells detergents and personal hygiene products.**

Tick the correct box now. (4 seconds)

**c) Nina does not have to pay for the fabric softener.**

Tick the correct box now. (4 seconds)

**d) Nina decides to buy some shower gel.**

Tick the correct box now. (4 seconds)

**e) The shower gel costs more than €10.**

Tick the correct box now. (4 seconds)

**f) Nina will have to pay the delivery man.**

Tick the correct box now. (4 seconds)

Number 2: Underline the correct word or phrase in each bracket.

**a) The detergent is in (powder, liquid, pill) form.**

Underline the correct word now (4 seconds)

**b) The bottle of fabric softener contains (a litre, 2 litres, half a litre) of the product.**

Underline the correct word now (4 seconds)

**c) The tub of moisturiser contains (more than, less than, exactly) 50 ml of the product.**

Underline the correct word now (4 seconds)

**d) The telephone directory usually shows a person's telephone number and (neighbours, address, identity card number).**

Underline the correct word now (4 seconds)

Number 3: Tick (✓) to show the correct answer.

**a) Jill says that her company has new products on the market. *On the market* means:**

**(i) on the floor of the shop.**

**(ii) for sale.**

**(iii) in the shopping bag.**

Tick the best answer now. (4 seconds)

**b) Nina says *I'm in a hurry*. This means that:**

**(i) Nina needs to go out.**

**(ii) Nina cannot be long on the phone.**

**(iii) Nina needs to cook.**

Tick the best answer now. (4 seconds)

c) Nina says *It sounds good to me*. This means that:

- (i) Nina likes the idea.
- (ii) Nina is listening to some good music.
- (iii) Nina likes good sounds.

Tick the best answer now. (4 seconds)

d) Jill says *thank you for your custom*. This means:

- (i) thanking people is what I normally do.
- (ii) thank you for buying from us.
- (iii) it is usual that people buy from us.

Tick the best answer now. (4 seconds)

Number 4: Complete the sentences by using words or phrases from the text.

a) **Moisturisers, body lotions and day creams are examples of** \_\_\_\_\_  
(2 seconds) **products.**

Now fill in the blanks to complete the sentence. (10 seconds)

b) **According to Jill, the moisturiser is a very good** \_\_\_\_\_. (2 seconds)

Now fill in the blanks to complete the sentence. (10 seconds)

c) **Next door to Nina, there is a** \_\_\_\_\_.

Now fill in the blanks to complete the sentence. (10 seconds)

You now have some time to check your answers. (1 minute)

This is the end of Task 2 and the end of the Listening Examination Paper 4.

<p style="text-align: center;"><b>ENGLISH: ORAL</b></p> <p style="text-align: center;"><b>INTERLOCUTOR PAPER</b></p>
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**TIME:** 10 minutes

**PAPER 5**

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**Task 1: Warmer**

*(1 minute, not assessed)*

- |    |               |  |
|----|---------------|--|
| 1A | To Student A: | <b>Good morning _____, can you spell your name for me please?</b>  |
| 1B | To Student B: | <b>Good morning _____, can you spell your name for me please?</b>  |
| 2A | To Student A: | <b>Where do you live? What is your address?</b>  |
| 2B | To Student B: | <b>How old are you? Which month of the year do you like best? Why?</b>   |
| 3A | To Student A: | <b>How do you get to school in the morning? Do you walk or do you come by bus? What do you usually see on the way? (prompt: school children? Adults? Shops? Market?)</b> |
| 3B | To Student B: | <b>Talk to me about your favourite room in the house. Why is it your favourite room? What else makes it your favourite room?</b>   |
| 4A | To Student A: | <b>What do you plan to do after school?</b>  |
| 4B | To Student B: | <b>What did you do yesterday after school?</b>   |



## Task 2: Interview

(3 minutes)

Interlocutor asks questions on one topic per student at a time as indicated below.

The interlocutor says to Student A:

**I'm going to ask you some questions about *people you meet*.**

- a) Who are the people – adults – you see every day? Can you give the name of two of them?
- b) For how many hours/minutes do you see them every day? Are they always the same?
- c) Is there someone else you'd like to see more often?

The interlocutor says to Student B:

**I'm going to ask you some questions about *the people you meet at school*.**

- a) Who do you meet at school? Do you meet these people every day?
- b) Are there people you don't meet every day at school? Can you name them?
- c) What can you tell me about them and their work?

The interlocutor says to Student A:

**I'm going to ask you some questions about *sports*.**

- a) Can you tell me what sports is? Can you give me examples?
- b) Is there any particular sports which you like? Why do you like it?
- c) Do you practise any sport? Which? How much time do you spend on it?

The interlocutor says to Student B:

**I'm going to ask you some questions about *leisure activities*.**

- a) Do you have free time every day? How many hours?
- b) What do you do during your free time? Is there any one of these activities that you prefer?  
Why?
- c) How would you encourage your friend to join you in these leisure activities?

## Task 4 – Inverted Interview

*(3 minutes)*

Interlocutor prompts each student to ask a question in turn.

The interlocutor tells the students while placing the picture in front of them: **I want you to look at this picture. I know all about this picture. You can ask me questions about it and I will answer. Have you understood?**

**Ask me about ...**

**The people?**

**The country?**

**The skin colour?**

**The meaning?**

**Helping others?**

**People who suffer?**

**Why?**

**Where?**

**How?**

**When?**

## CRITERIA FOR ASSESSMENT – ENGLISH ORAL SKILLS

Range of vocabulary (5 marks)		
0 - 1 - 2	3 - 4 - 5	
Can name and use basic vocabulary and phrases related to everyday objects, activities, and people. Has knowledge of thematic word sets. Makes occasional use of another language.		Can use a wider range of vocabulary and phrases to be more specific in expressing meaning appropriate to the context.
Range of grammatical structure (5 marks)		
0 - 1 - 2	3 - 4 - 5	
Can use basic grammatical structures and construct simple sentence structures.		Can use a range of grammatical structures and construct complex sentence structures linked with a range of connectors.
Fluency and interaction (4 marks)		
0 - 1 - 2	3 - 4	
Can interact in a simple way provided the interlocutor is prepared to repeat or rephrase things at a slower rate of speech. Can ask and answer simple questions in areas of immediate need or on very familiar topics but cannot elaborate.		Can communicate and interact more fully and with greater ease in tasks requiring a simple and direct exchange of information on familiar topics and activities. Shows an ability to extend the interaction.
Task achievement (2 marks)		
1/2	1	2
Response is only partially relevant in spite of prompting and rephrasing.	Can understand the questions/instructions but needs some prompting to formulate a relevant response.	Can immediately understand the questions/instructions and response is relevant.
Pronunciation, intonation, and stress (2 marks)		
1/2	1	2
Speech characterised by mispronunciations that interfere with meaning, and intonation and stress are heavily influenced by the first language.	Speech is generally clear and intelligible, with some influence of first language intonation and stress patterns, but meaning is generally achieved.	Speech is consistently clear and intelligible, using the appropriate intonation and stress to express the desired meaning.
Task Specific (2 marks)		
These marks are pegged with Tasks 3 and 4 for each test session.		

# ENGLISH: LISTENING

## TEACHER'S PAPER

**TIME:** 30 minutes

**PAPER 5**

### PROCEDURE FOR TASK 1

Look at Task One.

*(Allow 15 second pause while students familiarise themselves with the page.)*

Listen carefully. You will listen to the passage twice.

Now listen to the announcement. If you wish you may start answering the questions as you listen.

Hello. Passengers boarding Flight 17 bound for Rome, the departure gate has been changed to 5. Also there will be a slight delay because of bad weather outside. We should be boarding about a quarter to the hour. Thank you for your patience.

Good afternoon ladies and gentlemen. This is the last call for passenger Camilleri boarding Flight FR 723 to Dublin. Will passenger Camilleri contact the Information Desk please?

This is a security announcement. Passengers are to ensure that no luggage is left unattended. Passengers are to report any unattended luggage to the airport authorities. Thank you.

Air Malta announces the departure of flight KM 209 to Lourdes. All passengers are asked to proceed to Gate 2 for boarding. Boarding will begin in 10 minutes' time. Thank you.

This is the final boarding call for passengers Joe and Sara Vella booked on Flight 248 to Berlin. Please proceed to Gate 4 immediately. The final checks are being completed and the captain will order for the doors of the aircraft to close in approximately 5 minutes. I repeat this is the final call for Joe and Sara Vella.

Listen carefully to the exercises related to the announcement.

Number 1: Underline the correct word or phrase in each bracket.

**1. Flight 17 is going to (Rome, Lourdes, New York).**

Underline the correct word now. *(4 seconds)*

**2. Flight 17 is late because of (the sun, bad weather, snow).**

Underline the correct word now *(4 seconds)*

**3. Flight 17 will leave at (7 o'clock, 7.30am, 7.45 am).**

Underline the correct word now *(4 seconds)*

**4. This is the (first, middle, last) call for passenger Camilleri.**

Underline the correct word now *(4 seconds)*

**5. Passenger Camilleri is going to (Rome, Berlin, Dublin).**

Underline the correct word now *(4 seconds)*

**6. Passenger Camilleri must contact the (Information, Enquiries, Post Office) desk.**

Underline the correct word now *(4 seconds)*

**7. Passengers should (never, always, sometimes) leave their luggage lying about.**

Underline the correct word now *(4 seconds)*

**8. Unattended luggage should be (opened by, sealed by, reported to) the Airport Authorities.**

Underline the correct word now (4 seconds)

**9. (Air Malta, Air France, Ryanair) is operating the flight to Lourdes.**

Underline the correct word now (4 seconds)

**10. The Flight to Lourdes is boarding at gate (5, 2, 4).**

Underline the correct word now (4 seconds)

**11. Passengers will start going on the plane to Lourdes in (10, 15, 20) minutes' time.**

Underline the correct word now (4 seconds)

**12. Joe and Sara Vella (are, are not, is) supposed to be flying together.**

Underline the correct word now (4 seconds)

**13. Joe and Sara Vella are flying to (Lourdes, Rome, Berlin).**

Underline the correct word now (4 seconds)

**14. Flight 248 will board from gate (2, 4, 5).**

Underline the correct word now (4 seconds)

**15. On board flight 248 the (pilot, captain, purser) will order all doors to close.**

Underline the correct word now (4 seconds)

**16. On flight 248 all doors will be closed in (5, 10, 15) minutes' time.**

Underline the correct word now (4 seconds)

Now listen to the announcements again.

Hello. Passengers boarding Flight 17 bound for Rome, the departure gate has been changed to 5. Also there will be a slight delay because of bad weather outside. We should be boarding about a quarter to the hour. Thank you for your patience.

Good afternoon ladies and gentlemen. This is the last call for passenger Camilleri boarding Flight FR 723 to Dublin. Will passenger Camilleri contact the Information Desk please?

This is a security announcement. Passengers are to ensure that no luggage is left unattended. Passengers are to report any unattended luggage to the airport authorities. Thank you.

Air Malta announces the departure of flight KM 209 to Lourdes. All passengers are asked to proceed to Gate 2 for boarding. Boarding will begin in 10 minutes' time. Thank you.

This is the final boarding call for passengers Joe and Sara Vella booked on Flight 248 to Berlin. Please proceed to Gate 4 immediately. The final checks are being completed and the captain will order for the doors of the aircraft to close in approximately 5 minutes. I repeat this is the final call for Joe and Sara Vella.

Listen to the exercises again. You may finish this task as you listen.

Number 1: Underline the correct word or phrase in each bracket.

**1. Flight 17 is going to (Rome, Lourdes, New York).**

Underline the correct word now. (4 seconds)

**2. Flight 17 is late because of (the sun, bad weather, snow).**

Underline the correct word now (4 seconds)

**3. Flight 17 will leave at (7 o'clock, 7.30am, 7.45 am).**

Underline the correct word now (4 seconds)

**4. This is the (first, middle, last) call for passenger Camilleri.**

Underline the correct word now (4 seconds)

**5. Passenger Camilleri is going to (Rome, Berlin, Dublin).**

Underline the correct word now (4 seconds)

**6. Passenger Camilleri must contact the (Information, Enquiries, Post Office) desk.**

Underline the correct word now (4 seconds)

**7. Passengers should (never, always, sometimes) leave their luggage lying about.**

Underline the correct word now (4 seconds)

**8. Unattended luggage should be (opened by, sealed by, reported to) the Airport Authorities.**

Underline the correct word now (4 seconds)

**9. (Air Malta, Air France, Ryanair) is operating the flight to Lourdes.**

Underline the correct word now (4 seconds)

**10. The Flight to Lourdes is boarding at gate (5, 2, 4).**

Underline the correct word now (4 seconds)

**11. Passengers will start going on the plane to Lourdes in (10, 15, 20) minutes' time.**

Underline the correct word now (4 seconds)

**12. Joe and Sara Vella (are, are not, is) supposed to be flying together.**

Underline the correct word now (4 seconds)

**13. Joe and Sara Vella are flying to (Lourdes, Rome, Berlin).**

Underline the correct word now (4 seconds)

**14. Flight 248 will board from gate (2, 4, 5).**

Underline the correct word now (4 seconds)

**15. On board flight 248 the (pilot, captain, purser) will order all doors to close.**

Underline the correct word now (4 seconds)

**16. On flight 248 all doors will be closed in (5, 10, 15) minutes' time.**

Underline the correct word now (4 seconds)

You now have some time to check your answers. (30 seconds)

This is the end of Task One.

(Allow a 30 second pause between Task 1 and 2.)

## PROCEDURE FOR TASK 2

Look at the exercises for Task 2.

(Allow 50 seconds while the students familiarise themselves with the pages.)

Listen carefully. You will listen to the passage twice.

Now listen to Mark talk about his family. If you wish you may start completing the exercises as you listen.

Hey! I'm Mark, Mark Zammit. I am 10 years old and have one sister, younger than me ... in fact she is just 6 years old, a baby really! Then there are my father and mother. Well, Dad is a workaholic. He works mornings at his regular job – he's a supervisor in a factory which makes electronic goods – and most evenings he waits tables at a posh restaurant. But he's a fantastic Dad! You know, when he isn't working, he goes fishing ... and he always takes me with him. I enjoy the long drives to Ċirkewwa. Fishing is such a peaceful activity ... when the sea is calm, of course! There's something else: when we're fishing it is so easy to talk to my Dad. Dad is a real good listener, you know. He listens and never interrupts, I feel I can tell him anything ... and let me tell you, most times I feel so relieved when I talk to him especially if I have a problem at school or even at home ... Then there's my mum, a

wonderful lady. She cooks, cleans, goes shopping, takes us to school ... and on top of all that, she works part-time at an office in Valletta. I don't know where she finds the energy ... There's only one problem – she has a very short fuse ... She gets angry so very easily though she forgets equally quickly ... I suppose it's all because of all the things she has to do. I do my best to help but ... Well, I suppose that's her character and I love her with all my heart! Now take my little sister – all she wants to do is play with her dolls, put on all mum's clothes and go about in mum's high heeled shoes. To tell you the truth, I feel she is a bit of a nuisance ... I do try to interest her in my trucks and cars or even my toy soldiers but she simply does not like my toys ... There is one thing she likes though – my computer games ... we quarrel about them all the time! Mum has had to draw up a timetable for us to play so that we don't clash ... In spite of all this, I won't let others bully her around: last time we were at the playing field and one boy wouldn't allow my sister on the swings ... Of course, I told him off! And my sister was ever so grateful, she even kissed me! There it goes, that's my family.

Listen to the exercises and complete them.

Number 1: True, False or No Information Given (NIG)? Tick (✓) the correct box.

**a) There are four members in the Zammit family.**

Tick the correct box now. (4 seconds)

**b) Dad works part-time as a waiter.**

Tick the correct box now. (4 seconds)

**c) Mark and his Dad go fishing at Marsaxlokk.**

Tick the correct box now. (4 seconds)

**d) Mum is usually very busy.**

Tick the correct box now. (4 seconds)

**e) Mark's sister attends the same school as Mark.**

Tick the correct box now. (4 seconds)

**f) Mark and his sister both like toy soldiers.**

Tick the correct box now. (4 seconds)

Number 2: Underline the correct word.

**a) In the evening Dad works at a (restaurant, hotel, table).**

Underline the correct word now. (4 seconds)

**b) While they are fishing Mark finds it very (difficult, angry, easy) to talk to Dad.**

Underline the correct word now. (4 seconds)

**c) Mum gets (angry, calm, fuse) very quickly.**

Underline the correct word now. (4 seconds)

**d) Mark's sister likes to (break, play, share) with her toys.**

Underline the correct word now. (4 seconds)

**e) Mark thinks that his sister is a bit of a (bully, nuisance, game).**

Underline the correct word now. (4 seconds)

**f) At the playing field, Mark told (off, of, for) the boy who wouldn't allow his sister on the swings.**

Underline the correct word now. (4 seconds)

Number 3: Name two of each.

**a) jobs Mum does around the house:** \_\_\_\_\_

Fill in now. (4 seconds)

**b) jobs Dad has:** \_\_\_\_\_

Fill in now. (4 seconds)

**c) toys Mark has:** \_\_\_\_\_

Fill in now. (4 seconds)

Number 4: Complete the sentences.

**a) Mark talks with Dad about his problems because** \_\_\_\_\_ (2 seconds)

Now fill in the blanks to complete the sentence. (10 seconds)

**b) Besides playing, Mark's sister likes to** \_\_\_\_\_ (2 seconds)

Now fill in the blanks to complete the sentence. (10 seconds)

**c) I know that Mark loves his sister because** \_\_\_\_\_ (2 seconds)

Now fill in the blanks to complete the sentence. (10 seconds)

Listen to the passage again.

Hey! I'm Mark, Mark Zammit. I am 10 years old and have one sister, younger than me ... in fact she is just 6 years old, a baby really! Then there are my father and mother. Well, Dad is a workaholic. He works mornings at his regular job – he's a supervisor in a factory which makes electronic goods – and most evenings he waits tables at a posh restaurant. But he's a fantastic Dad! You know, when he isn't working, he goes fishing ... and he always takes me with him. I enjoy the long drives to Ċirkewwa. Fishing is such a peaceful activity ... when the sea is calm, of course! There's something else: when we're fishing it is so easy to talk to my Dad. Dad is a real good listener, you know. He listens and never interrupts, I feel I can tell him anything ... and let me tell you, most times I feel so relieved when I talk to him especially if I have a problem at school or even at home ... Then there's my mum, a wonderful lady. She cooks, cleans, goes shopping, takes us to school ... and on top of all that, she works part-time at an office in Valletta. I don't know where she finds the energy ... There's only one problem – she has a very short fuse ... She gets angry so very easily though she forgets equally quickly ... I suppose it's all because of all the things she has to do. I do my best to help but ... Well, I suppose that's her character and I love her with all my heart! Now take my little sister – all she wants to do is play with her dolls, put on all mum's clothes and go about in mum's high heeled shoes. To tell you the truth, I feel she is a bit of a nuisance ... I do try to interest her in my trucks and cars or even my toy soldiers but she simply does not like my toys ... There is one thing she likes though – my computer games ... we quarrel about them all the time! Mum has had to draw up a timetable for us to play so that we don't clash ... In spite of all this, I won't let others bully her around: last time we were at the playing field and one boy wouldn't allow my sister on the swings ... Of course, I told him off! And my sister was ever so grateful, she even kissed me! There it goes, that's my family.

Listen to the exercises again. You may finish off any remaining exercises as you listen.

Number 1: True, False or No Information Given (NIG)? Tick (✓) the correct box.

**a) There are four members in the Zammit family.**

Tick the correct box now. (4 seconds)

**b) Dad works part-time as a waiter.**

Tick the correct box now. (4 seconds)



**c) Mark and his Dad go fishing at Marsaxlokk.**

Tick the correct box now. (4 seconds)

**d) Mum is usually very busy.**

Tick the correct box now. (4 seconds)

**e) Mark's sister attends the same school as Mark.**

Tick the correct box now. (4 seconds)

**f) Mark and his sister both like toy soldiers.**

Tick the correct box now. (4 seconds)

Number 2: Underline the correct word.

**a) In the evening Dad works at a (restaurant, hotel, table).**

Underline the correct word now. (4 seconds)

**b) While they are fishing Mark finds it very (difficult, angry, easy) to talk to Dad.**

Underline the correct word now. (4 seconds)

**c) Mum gets (angry, calm, fuse) very quickly.**

Underline the correct word now. (4 seconds)

**d) Mark's sister likes to (break, play, share) with her toys.**

Underline the correct word now. (4 seconds)

**e) Mark thinks that his sister is a bit of a (bully, nuisance, game).**

Underline the correct word now. (4 seconds)

**f) At the playing field, Mark told (off, of, for) the boy who wouldn't allow his sister on the swings.**

Underline the correct word now. (4 seconds)

Number 3: Name two of each.

**a) jobs Mum does around the house:** \_\_\_\_\_

Fill in now. (4 seconds)

**b) jobs Dad has:** \_\_\_\_\_

Fill in now. (4 seconds)

**c) toys Mark has:** \_\_\_\_\_

Fill in now. (4 seconds)

Number 4: Complete the sentences.

**a) Mark talks with Dad about his problems because** \_\_\_\_\_ (2 seconds)

Now fill in the blanks to complete the sentence. (10 seconds)

**b) Besides playing, Mark's sister likes to** \_\_\_\_\_ (2 seconds)

Now fill in the blanks to complete the sentence. (10 seconds)

**c) I know that Mark loves his sister because** \_\_\_\_\_ (2 seconds)

Now fill in the blanks to complete the sentence. (10 seconds)

You now have some time to check your answers. (1 minute)

This is the end of Task 2 and the end of the Listening Examination Paper 5.

<p style="text-align: center;"><b>ENGLISH: ORAL</b></p> <p style="text-align: center;"><b>INTERLOCUTOR PAPER</b></p>
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**TIME:** 10 minutes

**PAPER 6**

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**Task 1: Warmer**

*(1 minute, not assessed)*

- |    |               |  |
|----|---------------|--|
| 1A | To Student A: | <b>Good morning _____, can you spell your name for me please?</b>  |
| 1B | To Student B: | <b>Good morning _____, can you spell your name for me please?</b>  |
| 2A | To Student A: | <b>Where do you live? What is your address?</b>  |
| 2B | To Student B: | <b>How old are you? Which month of the year do you like best? Why?</b>   |
| 3A | To Student A: | <b>How do you get to school in the morning? Do you walk or do you come by bus? What do you usually see on the way? (prompt: school children? Adults? Shops? Market?)</b> |
| 3B | To Student B: | <b>Talk to me about your favourite room in the house. Why is it your favourite room? What else makes it your favourite room?</b>   |
| 4A | To Student A: | <b>What do you plan to do after school?</b>  |
| 4B | To Student B: | <b>What did you do yesterday after school?</b>   |

## Task 2: Interview

(3 minutes)

Interlocutor asks questions on one topic per student at a time as indicated below.

The interlocutor says to Student A:

**I'm going to ask you some questions about *places*.**

- a) Have you ever been to Malta/Gozo?
- b) What did you like most about the other island?
- c) Would you like to go again? Why/Why not?

The interlocutor says to Student B:

**I'm going to ask you some questions about *school outings*.**

- a) Which was the school outing you enjoyed most during this scholastic year? When did this outing take place?
- b) Which place or places did you visit with your teacher and classmates? What did you like most about this particular outing?
- c) What did you learn during this outing? How do you think this outing will help you in the future?

The interlocutor says to Student A:

**I'm going to ask you some questions about *the environment*.**

- a) Do you separate waste at home? Why/why not?
- b) If you do separate, who usually takes care of the separation? Do you participate?
- c) What are the four different materials? Can you tell me something about each of them?

The interlocutor says to Student B:

**I'm going to ask you some questions about *the environment*.**

- a) What do you do to help the environment?
- b) Tell me why you do it. Do your friends do this too?
- c) Suppose there is one friend who does not want to do these things, how do you persuade him to follow your example?

### Task 3: Single Picture

Interlocutor says: **Look at this picture; then we are going to talk about it. Have you understood?**

Interlocutor allows the students around 5 seconds to look at the picture. The interlocutor should ask the questions to the two students in turn so that both students participate equally until the 3 minutes assigned for this task have passed.

- a) What do you see in the picture?
- b) Who is in the picture?
- c) Tell me what activities are going on.
- d) Can you guess what time it is?
- e) What different things can you see on the desks?
- f) What is happening in the bottom left hand corner of the picture?
- g) What is happening in the upper left hand corner of the picture?
- h) One boy is near the door – what is he doing?
- i) Another boy is up on a chair. What is he doing?
- j) What is the boy standing near him doing?
- k) Describe the layout of the place.
- l) Some people are in pairs – what are they doing?
- m) Some people are alone – what are they doing?
- n) Near the door there is a box with a sign – what does it mean?
- o) Do you think you would have been happy in this class? Why?

#### **Task 4: Compare and Contrast**

**(3 minutes)**

Interlocutor says: **Look carefully at these two pictures and I will ask you both some questions about them.**

1A To Student A: **Tell me how they are different.**

1B To Student B: **Tell me how they are similar.**

2A To Student A:

- a) Was this picture taken in Malta?
- b) Why do you think so?
- c) Describe what you see to me?
- d) Can you tell me something about the landscape you see?
- e) What season was it when the picture was taken? Why?

2B To Student B:

- a) In which country was the picture taken?
- b) Give a reason for your answer.
- c) Can you describe the scene to me?
- d) What is the season do you think?
- e) Why do you think that it is \_\_\_\_\_?
- f) How would the scene be different in \_\_\_\_\_?

## CRITERIA FOR ASSESSMENT – ENGLISH ORAL SKILLS

Range of vocabulary (5 marks)		
0 - 1 - 2	3 - 4 - 5	
Can name and use basic vocabulary and phrases related to everyday objects, activities, and people. Has knowledge of thematic word sets. Makes occasional use of another language.		Can use a wider range of vocabulary and phrases to be more specific in expressing meaning appropriate to the context.
Range of grammatical structure (5 marks)		
0 - 1 - 2	3 - 4 - 5	
Can use basic grammatical structures and construct simple sentence structures.		Can use a range of grammatical structures and construct complex sentence structures linked with a range of connectors.
Fluency and interaction (4 marks)		
0 - 1 - 2	3 - 4	
Can interact in a simple way provided the interlocutor is prepared to repeat or rephrase things at a slower rate of speech. Can ask and answer simple questions in areas of immediate need or on very familiar topics but cannot elaborate.		Can communicate and interact more fully and with greater ease in tasks requiring a simple and direct exchange of information on familiar topics and activities. Shows an ability to extend the interaction.
Task achievement (2 marks)		
1/2	1	2
Response is only partially relevant in spite of prompting and rephrasing.	Can understand the questions/ instructions but needs some prompting to formulate a relevant response.	Can immediately understand the questions/instructions and response is relevant.
Pronunciation, intonation, and stress (2 marks)		
1/2	1	2
Speech characterised by mispronunciations that interfere with meaning, and intonation and stress are heavily influenced by the first language.	Speech is generally clear and intelligible, with some influence of first language intonation and stress patterns, but meaning is generally achieved.	Speech is consistently clear and intelligible, using the appropriate intonation and stress to express the desired meaning.
Task Specific (2 marks)		
These marks are pegged with Tasks 3 and 4 for each test session.		

# ENGLISH: LISTENING

## TEACHER'S PAPER

**TIME:** 30 minutes

**PAPER 6**

### PROCEDURE FOR TASK 1

Look at Task One.

*(Allow 15 second pause while students familiarise themselves with the page.)*

Listen carefully. You will listen to the passage twice.

Now listen to the dialogues involving people asking for and giving directions. If you wish you may start answering the questions as you listen.

*David is asking Peter for directions to an Italian Restaurant.*

David: Do you know a good Italian Restaurant?

Peter: Yes! *Gianni's* is very good.

David: Where is it?

Peter: It's easy to find. It's in Church Square corner with Main Street. You can't miss it.

David: Really? And how do I find Church Square?

Peter: Just walk down this street for about 10 metres and turn left. You'll find yourself in Church Square. Then just cross to the opposite side of the square!

David: Thank you!

*Daniela wants to go to the Theatre. She stops a woman in the street and asks for directions.*

Daniela: Excuse me. Can I ask you something?

Woman: Sure! What is it?

Daniela: I'd like to go to the Grand Theatre in Royal Street. Could you tell me how to get there please?

Woman: It's quite far from here. The easiest way is to take a bus.

Daniela: No problem. Which bus?

Woman: You need to take circular bus no 123. Stop at the bus stop in Queen Street. Then just walk for about 10 metres and turn the corner. You will find yourself in Royal Street and you will easily see the Theatre.

Daniela: That's very helpful of you! Thanks a lot!

*Mr Borg, who driving his car, is lost. He asks a passer by for directions to the Dental Clinic.*

Mr Borg: Excuse me Sir. Do you have a minute?

Man: Of course! How can I help you?

Mr Borg: I'm lost and I need to find the Dental Clinic.

Man: It's not far from here. Let me explain ...

Mr Borg: Yes please!

Man:	Ok! So drive to the traffic lights, then turn left into New Street. Go down New Street until you arrive at the crossroads. Turn right into Rose Avenue. You should be able to see the Dental Clinic almost immediately. It's next to the Bank.
Mr Borg:	You've been a great help – thanks!

Listen carefully to the exercises related to the dialogues.

### The Italian Restaurant

Number 1: Match the sentence beginning to their endings by matching the letters.

- a) **David wanted to eat at ...** (2 seconds)
- b) **Peter told him to go ...** (2 seconds)
- c) **You can't miss it means ...** (2 seconds)
- d) **Gianni's is to be found ...** (2 seconds)
- e) **David had to cross ...** (2 seconds)

... to the opposite side of Church Square. (2 seconds)

... in Church Square. (2 seconds)

... a good Italian restaurant. (2 seconds)

... to Gianni's (2 seconds)

... you will find it easily. (2 seconds)

Match the sentences now. (20 seconds)

### The Theatre

Number 2: Underline the correct word/words.

- a) **Daniela (knew, did not know, know) that the Theatre was in Royal Street.**

Underline the correct word now. (4 seconds)

- b) **The woman advised her to go (on foot, by bus, by tram).**

Underline the correct word now. (4 seconds)

- c) **Before turning left, Daniela had to walk for about (1, 5, 10) metres.**

Underline the correct word now. (4 seconds)

- d) **That's very helpful of you means that (the woman had helped Daniela in the housework, the woman had helped Daniela, the woman needed gloves.)**

Underline the correct word now. (4 seconds)

- e) **At the end Daniela (helps, thanks, thank) the woman.**

Underline the correct word now. (4 seconds)

### The Dental Clinic

Number 3: Choose the correct word/words from the brackets.

- a) **Mr Borg is travelling (on foot, by bus, by car).**

Choose the correct word/words now.

- b) **Mr Borg asks the man if he could (spare, give, throw) him a minute.**

Choose the correct word/words now.

- c) **Mr Borg is looking (for, after, behind) the Dental Clinic.**

Choose the correct word/words now.

- d) **Mr Borg had to go down (Rose Avenue, Royal Street, New Street).**

Choose the correct word/words now.



**e) The Dental Clinic is in (New Street, Rose Avenue, Royal Street).**

Choose the correct word/words now.

**f) The Clinic is (against, far from, next to) the Bank.**

Choose the correct word/words now.

Now listen to the dialogues again.

*David is asking Peter for directions to an Italian Restaurant.*

David: Do you know a good Italian Restaurant?

Peter: Yes! *Gianni's* is very good.

David: Where is it?

Peter: It's easy to find. It's in Church Square corner with Main Street. You can't miss it.

David: Really? And how do I find Church Square?

Peter: Just walk down this street for about 10 metres and turn left. You'll find yourself in Church Square. Then just cross to the opposite side of the square!

David: Thank you!

*Daniela wants to go to the Theatre. She stops a woman in the street and asks for directions.*

Daniela: Excuse me. Can I ask you something?

Woman: Sure! What is it?

Daniela: I'd like to go to the Grand Theatre in Royal Street. Could you tell me how to get there please?

Woman: It's quite far from here. The easiest way is to take a bus.

Daniela: No problem. Which bus?

Woman: You need to take circular bus no 123. Stop at the bus stop in Queen Street. Then just walk for about 10 metres and turn the corner. You will find yourself in Royal Street and you will easily see the Theatre.

Daniela: That's very helpful of you! Thanks a lot!

*Mr Borg, who driving his car, is lost. He asks a passer by for directions to the Dental Clinic.*

Mr Borg: Excuse me Sir. Do you have a minute?

Man: Of course! How can I help you?

Mr Borg: I'm lost and I need to find the Dental Clinic.

Man: It's not far from here. Let me explain ...

Mr Borg: Yes please!

Man: Ok! So drive to the traffic lights, then turn left into New Street. Go down New Street until you arrive at the crossroads. Turn right into Rose Avenue. You should be able to see the Dental Clinic almost immediately. It's next to the Bank.

Mr Borg: You've been a great help – thanks!

Listen to the exercises again. You may finish this task as you listen.

### **The Italian Restaurant**

Number 1: Match the sentence beginning to their endings by matching the letters.

a) **David wanted to eat at ...** (2 seconds)

b) **Peter told him to go ...** (2 seconds)

c) **You can't miss it means ...** (2 seconds)

- d) **Gianni's is to be found ...** (2 seconds)
- e) **David had to cross ...** (2 seconds)

... **to the opposite side of Church Square.** (2 seconds)  
... **in Church Square.** (2 seconds)  
... **a good Italian restaurant.** (2 seconds)  
... **to Gianni's** (2 seconds)  
... **you will find it easily.** (2 seconds)

Match the sentences now. (20 seconds)

### The Theatre

Number 2: Underline the correct word/words.

- a) **Daniela (knew, did not know, know) that the Theatre was in Royal Street.**

Underline the correct word now. (4 seconds)

- b) **The woman advised her to go (on foot, by bus, by tram).**

Underline the correct word now. (4 seconds)

- c) **Before turning left, Daniela had to walk for about (1, 5, 10) metres.**

Underline the correct word now. (4 seconds)

- d) **That's very helpful of you means that (the woman had helped Daniela in the housework, the woman had helped Daniela, the woman needed gloves.)**

Underline the correct word now. (4 seconds)

- e) **At the end Daniela (helps, thanks, thank) the woman.**

Underline the correct word now. (4 seconds)

### The Dental Clinic

Number 3: Choose the correct word/words from the brackets.

- a) **Mr Borg is travelling (on foot, by bus, by car).**

Choose the correct word/words now.

- b) **Mr Borg asks the man if he could (spare, give, throw) him a minute.**

Choose the correct word/words now.

- c) **Mr Borg is looking (for, after, behind) the Dental Clinic.**

Choose the correct word/words now.

- d) **Mr Borg had to go down (Rose Avenue, Royal Street, New Street).**

Choose the correct word/words now.

- e) **The Dental Clinic is in (New Street, Rose Avenue, Royal Street).**

Choose the correct word/words now.

- f) **The Clinic is (against, far from, next to) the Bank.**

Choose the correct word/words now.

You now have some time to check your answers. (30 seconds)

This is the end of Task One.

(Allow a 30 second pause between Task 1 and 2.)

## PROCEDURE FOR TASK 2

Look at the exercises for Task 2.

*(Allow 50 seconds while the students familiarise themselves with the pages.)*

Listen carefully. You will listen to the passage twice.

Now listen to the conversation at the Public Library. If you wish you may start completing the exercises as you listen.

*Jess and Joe go to the public library for the first time. Here is the conversation they have with the librarian.*

- Jess: May I take out this book please?  
Joe: And I'd like to check out this other book – *A Christmas Carol*.  
Librarian: Do you have a library card?  
Jess & Joe: No!  
Librarian: Well, you need to have one before you can check out any of the books.  
Jess: Could we have one then, please?  
Librarian: Of course. All you need to do is fill out this form.  
Joe: Wow! I feel very grown up filling out forms ... But what do we need to fill in?  
Librarian: Nothing too difficult! You need to fill in your Christian name, surname, address ...  
Jess: That shouldn't be difficult. We know all that.  
Librarian: I also need your parents' names and telephone number.  
Joe: Ok then – let's do it.

*After some time.*

- Librarian: Now that you have filled up the application, I can let you take out 3 books each.  
Joe: That's fantastic! Can we take books from all the sections?  
Librarian: You can check out any of the books in this room, but you can't take reference books home with you.  
Jess: Why not?  
Librarian: Those books are meant for people who come here to do some research. They find whatever they want from the books and then they can have the information photocopied ...  
Joe: What a good idea! Do you mean we can come here and look in all those books when we have a school project?  
Librarian: Of course – you are welcome any time!  
Jess: So Joe, let's go choose two more books each.

*After some time.*

- Librarian: I see that you have chosen well. Those books by Roald Dahl and Enid Blyton are very popular, Jess! And Joe, you will learn a lot from those books about airplanes and cars!  
Joe: I really like airplanes and cars and Jess likes to read good stories.

Librarian:	So here you are! Let me just stamp the books with the dates. See you in three weeks' time then.
Jess:	Yes, we'll certainly come back! Thanks!

Listen to the exercises and complete them.

Number 1: True, False or No Information Given (NIG)? Tick (✓) the correct box.

**a) This is the first time Jess and Joe go to the library.**

Tick the correct box now. (4 seconds)

**b) At first Jess wanted to take out a book by Shakespeare.**

Tick the correct box now. (4 seconds)

**c) At first Joe and Jess wanted to take two books each.**

Tick the correct box now. (4 seconds)

**d) The form was difficult to fill.**

Tick the correct box now. (4 seconds)

**e) Roald Dahl and Enid Blyton are popular authors.**

Tick the correct box now. (4 seconds)

**f) Jess and Joe can keep the books for a whole month.**

Tick the correct box now. (4 seconds)

**g) The librarian is very helpful.**

Tick the correct box now. (4 seconds)

**h) Jess and Joe are brother and sister.**

Tick the correct box now. (4 seconds)

Number 2: Fill in with words from the text.

**a) Jess enjoys reading good \_\_\_\_\_ (2 seconds) while Joe likes to read about cars and \_\_\_\_\_. (2 seconds)**

Fill in with words now. (4 seconds)

**b) You cannot \_\_\_\_\_ (2 seconds) reference books out of the library.**

Fill in with words now. (4 seconds)

**c) Joe thinks he can go to the library to find information for school \_\_\_\_\_ (2 seconds)**

Fill in with words now. (4 seconds)

Number 3: Tick (✓) the best answer.

**a) At first Jess and Joe**  
**were not members of the library**  
**were members of the library**  
**didn't know how to read**

Tick (✓) the best answer now.

**b) Besides the books about airplanes and cars, Joe chose a book called**  
***Treasure Island***  
***Tales from Shakespeare***  
***A Christmas Carol***

Tick (✓) the best answer now.

Number 4: Complete the sentences.

**a) In the form, Jess and Joe need to write their \_\_\_\_\_ (2 seconds)**

Now fill in the blanks to complete the sentence. (10 seconds)

**b) Joe and Jess must bring back the books in \_\_\_\_\_ (2 seconds)  
time. (2 seconds)**

Now fill in the blanks to complete the sentence. (10 seconds)

Listen to the conversation again.

*Jess and Joe go to the public library for the first time. Here is the conversation they have with the librarian.*

Jess: May I take out this book please?  
Joe: And I'd like to check out this other book – *A Christmas Carol*.  
Librarian: Do you have a library card?  
Jess & Joe: No!  
Librarian: Well, you need to have one before you can check out any of the books.  
Jess: Could we have one then, please?  
Librarian: Of course. All you need to do is fill out this form.  
Joe: Wow! I feel very grown up filling out forms ... But what do we need to fill in?  
Librarian: Nothing too difficult! You need to fill in your Christian name, surname, address ...  
Jess: That shouldn't be difficult. We know all that.  
Librarian: I also need your parents' names and telephone number.  
Joe: Ok then – let's do it.

*After some time.*

Librarian: Now that you have filled up the application, I can let you take out 3 books each.  
Joe: That's fantastic! Can we take books from all the sections?  
Librarian: You can check out any of the books in this room, but you can't take reference books home with you.  
Jess: Why not?  
Librarian: Those books are meant for people who come here to do some research. They find whatever they want from the books and then they can have the information photocopied ...  
Joe: What a good idea! Do you mean we can come here and look in all those books when we have a school project?  
Librarian: Of course – you are welcome any time!  
Jess: So Joe, let's go choose two more books each.

*After some time.*

Librarian: I see that you have chosen well. Those books by Roald Dahl and Enid Blyton are very popular, Jess! And Joe, you will learn a lot from those books about airplanes and cars!  
Joe: I really like airplanes and cars and Jess likes to read good stories.

Librarian:	So here you are! Let me just stamp the books with the dates. See you in three weeks' time then.
Jess:	Yes, we'll certainly come back! Thanks!

Listen to the exercises again. You may finish off any remaining exercises as you listen.

Number 1: True, False or No Information Given (NIG)? Tick (✓) the correct box.

**a) This is the first time Jess and Joe go to the library.**

Tick the correct box now. (4 seconds)

**b) At first Jess wanted to take out a book by Shakespeare.**

Tick the correct box now. (4 seconds)

**c) At first Joe and Jess wanted to take two books each.**

Tick the correct box now. (4 seconds)

**d) The form was difficult to fill.**

Tick the correct box now. (4 seconds)

**e) Roald Dahl and Enid Blyton are popular authors.**

Tick the correct box now. (4 seconds)

**f) Jess and Joe can keep the books for a whole month.**

Tick the correct box now. (4 seconds)

**g) The librarian is very helpful.**

Tick the correct box now. (4 seconds)

**h) Jess and Joe are brother and sister.**

Tick the correct box now. (4 seconds)

Number 2: Fill in with words from the text.

**a) Jess enjoys reading good \_\_\_\_\_ (2 seconds) while Joe likes to read about cars and \_\_\_\_\_. (2 seconds)**

Fill in with words now. (4 seconds)

**b) You cannot \_\_\_\_\_ (2 seconds) reference books out of the library.**

Fill in with words now. (4 seconds)

**c) Joe thinks he can go to the library to find information for school \_\_\_\_\_ (2 seconds)**

Fill in with words now. (4 seconds)

Number 3: Tick (✓) the best answer.

**a) At first Jess and Joe**  
**were not members of the library**  
**were members of the library**  
**didn't know how to read**

Tick (✓) the best answer now.

**b) Besides the books about airplanes and cars, Joe chose a book called**  
***Treasure Island***  
***Tales from Shakespeare***  
***A Christmas Carol***

Tick (✓) the best answer now.

Number 4: Complete the sentences.

**a) In the form, Jess and Joe need to write their \_\_\_\_\_ (2 seconds)**

Now fill in the blanks to complete the sentence. (10 seconds)

**b) Joe and Jess must bring back the books in \_\_\_\_\_ (2 seconds)**  
**time. (2 seconds)**

Now fill in the blanks to complete the sentence. (10 seconds)

You now have some time to check your answers. (1 minute)

This is the end of Task 2 and the end of the Listening Examination Paper 6.

<p style="text-align: center;"><b>ENGLISH: ORAL</b></p> <p style="text-align: center;"><b>INTERLOCUTOR PAPER</b></p>
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**TIME:** 10 minutes

**PAPER 7**

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**Task 1: Warmer**

*(1 minute, not assessed)*

- |    |               |  |
|----|---------------|--|
| 1A | To Student A: | <b>Good morning _____, can you spell your name for me please?</b>  |
| 1B | To Student B: | <b>Good morning _____, can you spell your name for me please?</b>  |
| 2A | To Student A: | <b>Where do you live? What is your address?</b>  |
| 2B | To Student B: | <b>How old are you? Which month of the year do you like best? Why?</b>   |
| 3A | To Student A: | <b>How do you get to school in the morning? Do you walk or do you come by bus? What do you usually see on the way? (prompt: school children? Adults? Shops? Market?)</b> |
| 3B | To Student B: | <b>Talk to me about your favourite room in the house. Why is it your favourite room? What else makes it your favourite room?</b>   |
| 4A | To Student A: | <b>What do you plan to do after school?</b>  |
| 4B | To Student B: | <b>What did you do yesterday after school?</b>   |



## Task 2: Interview

(3 minutes)

Interlocutor asks questions on one topic per student at a time as indicated below.

The interlocutor says to Student A:

**I'm going to ask you some questions about *sports*.**

- a) Do you like sports? Is there a sport you practise?
- b) Please tell me: is this a team sport or do you play it individually?
- c) What do you like about this sport? What would like to do about it in the future?

The interlocutor says to Student B:

**I'm going to ask you some questions about *sports at school*.**

- a) Do you have sports activities at school? What are they?
- b) Do you join in any of them? Why/why not?
- c) Does the school have enough/too much time dedicated to sports? Why?

The interlocutor says to Student A:

**I'm going to ask you some questions about *food*.**

- a) What do you eat every day? So which meals do you eat?
- b) Which of these meals do you usually take at home? What do you normally eat at school?
- c) Do you think you have enough to eat? Would you like to change anything in your diet?

The interlocutor says to Student B:

**I'm going to ask you some questions about *different foods*.**

- a) Can you give me a list of different foods?
- b) What makes \_\_\_\_\_ different from \_\_\_\_\_? What kind of food is your favourite?
- c) Should we eat the same quantity of all kinds of food? What do you know about this?

### **Task 3: Thematic Picture**

Interlocutor says: **Look at the large picture, it shows a festa day. Look at the smaller pictures below. Which of these do you find in a festa? Which of these are not usually found during a festa?**

Interlocutor says to Student A: **Choose a picture and tell me if you would find it in a festa and tell me why or why not.**

Interlocutor then repeats the question to Student B and alternates between the two students so that both participate equally.

If a Student hesitates for too long and seems to be in difficulty, interlocutor says: **Would you find this (point to one of the objects) in a festa? Why? Why not? Do you usually do this during festa day? Why? Why not?**

#### **Task 4: Inverted Interview**

**(3 minutes)**

The interlocutor tells the students while placing the picture in front of them: **I want you to look at this picture. Now, I know the place in the picture. You can ask me questions about it and I will answer. Have you understood?**

**Ask me about ...**

Interlocutor prompts each student to ask a question in turn.

- **the place**
- **the different sections**
- **the meaning of the different words**
- **the people in the picture**
- **the officials in the picture**
- **activities at the airport**
- **the atmosphere**
- **the greenery**

## CRITERIA FOR ASSESSMENT – ENGLISH ORAL SKILLS

Range of vocabulary (5 marks)		
0 - 1 - 2	3 - 4 - 5	
Can name and use basic vocabulary and phrases related to everyday objects, activities, and people. Has knowledge of thematic word sets. Makes occasional use of another language.		Can use a wider range of vocabulary and phrases to be more specific in expressing meaning appropriate to the context.
Range of grammatical structure (5 marks)		
0 - 1 - 2	3 - 4 - 5	
Can use basic grammatical structures and construct simple sentence structures.		Can use a range of grammatical structures and construct complex sentence structures linked with a range of connectors.
Fluency and interaction (4 marks)		
0 - 1 - 2	3 - 4	
Can interact in a simple way provided the interlocutor is prepared to repeat or rephrase things at a slower rate of speech. Can ask and answer simple questions in areas of immediate need or on very familiar topics but cannot elaborate.		Can communicate and interact more fully and with greater ease in tasks requiring a simple and direct exchange of information on familiar topics and activities. Shows an ability to extend the interaction.
Task achievement (2 marks)		
1/2	1	2
Response is only partially relevant in spite of prompting and rephrasing.	Can understand the questions/ instructions but needs some prompting to formulate a relevant response.	Can immediately understand the questions/instructions and response is relevant.
Pronunciation, intonation, and stress (2 marks)		
1/2	1	2
Speech characterised by mispronunciations that interfere with meaning, and intonation and stress are heavily influenced by the first language.	Speech is generally clear and intelligible, with some influence of first language intonation and stress patterns, but meaning is generally achieved.	Speech is consistently clear and intelligible, using the appropriate intonation and stress to express the desired meaning.
Task Specific (2 marks)		
These marks are pegged with Tasks 3 and 4 for each test session.		

# ENGLISH: LISTENING

## TEACHER'S PAPER

**TIME:** 30 minutes

**PAPER 7**

### PROCEDURE FOR TASK 1

Look at Task One.

*(Allow 15 second pause while students familiarise themselves with the page.)*

Listen carefully. You will listen to the passage twice.

Now listen to some of the conversations Maria had during the day. If you wish you may start answering the questions as you listen.

*At breakfast*

Maria: Good morning Mum! Dad!

M & D: Good morning Maria!

Mum: I've prepared some toast for breakfast. Would you like some?

Maria: Yes please! It smells heavenly! Can I have some jam on it today?

Mum: Well ... Only today eh! Only because it's a Sunday ...

Maria: Wow! Love you Mum!

Mum: Is there anything else you'd like?

Maria: Some orange juice, perhaps?

Dad: Maria, your mum and I were just talking about this afternoon. How would you like it if we went for a hike to Dingli Cliffs?

Maria: Wonderful! What time shall we leave?

Dad: Shall we say about half past one? You can bring a friend along if you want ...

Maria: Thanks Dad! I will phone cousin Claire and see whether she will come.

Mum: Now eat up or the toast will become cold ...

*Maria is on the phone with Claire.*

Maria: Hi Claire! Everything OK?

Claire: Yes thanks! What's up?

Maria: Listen – this afternoon we're going on a hike to Dingli Cliffs, would you like to come along?

Claire: It sounds good! But I'll have to ask Mum and Dad for permission ... Just hold on till I talk to them.

Maria: Yes, of course. I'll wait.

*After some seconds.*

Claire: It's OK. They both said it's a good idea.

Maria: We're sure to like it – the weather is perfect and we need not be afraid it will rain! We'll pick you up around 1.35 then.

Claire: Good! See you!

Listen carefully to the exercises related to making lemonade and complete them.

Number 1: Underline the correct word or phrase in each bracket.

**a) It is (Monday, Friday, Sunday).**

Underline the correct word now. (4 seconds)

**b) Maria has (toast, cereal, fruit) for breakfast.**

Underline the correct word now. (4 seconds)

**c) Maria drinks (tea, orange juice, coffee) for breakfast.**

Underline the correct word now. (4 seconds)

**d) In the afternoon Maria is going on a (hike, bus ride, flight) to Dingli Cliffs.**

Underline the correct word now. (4 seconds)

**e) They plan to leave at half past one in the (morning, afternoon, night).**

Underline the correct word now. (4 seconds)

**f) They will pick Claire around (2, 5, 10) minutes later.**

Underline the correct word now. (4 seconds)

**g) Claire is Maria's (friend, boyfriend, cousin).**

Underline the correct word now. (4 seconds)

**h) Maria uses the (telephone, fax, Facebook) to contact her cousin.**

Underline the correct word now. (4 seconds)

**i) The weather was (bad, rainy, good).**

Underline the correct word now. (4 seconds)

**j) They (needed, did not need, needs) a raincoat and umbrella.**

Underline the correct word now. (4 seconds)

Number 2: Tick ( ✓ ) the correct answer.

**a) It smells heavenly means:**

(i) It smells really good.

(ii) I think I'll go to heaven.

(iii) It has a very good taste.

Tick the correct answer now. (4 seconds)

**b) Just hold on means:**

(i) I'll have to hold your hand.

(ii) Just wait a little.

(iii) We will need a walking stick.

Tick the correct answer now. (4 seconds)

**c) We will pick you up means:**

(i) We will go pick some flowers.

(ii) We will come along for you.

(iii) When you fall we will help you up.

Tick the correct answer now. (4 seconds)

Now listen to the conversations again.

*At breakfast*

Maria: Good morning Mum! Dad!

M & D: Good morning Maria!

Mum: I've prepared some toast for breakfast. Would you like some?

Maria: Yes please! It smells heavenly! Can I have some jam on it today?

Mum: Well ... Only today eh! Only because it's a Sunday ...

Maria: Wow! Love you Mum!  
 Mum: Is there anything else you'd like?  
 Maria: Some orange juice, perhaps?  
 Dad: Maria, your mum and I were just talking about this afternoon. How would you like it if we went for a hike to Dingli Cliffs?  
 Maria: Wonderful! What time shall we leave?  
 Dad: Shall we say about half past one? You can bring a friend along if you want ...  
 Maria: Thanks Dad! I will phone cousin Claire and see whether she will come.  
 Mum: Now eat up or the toast will become cold ...

*Maria is on the phone with Claire.*

Maria: Hi Claire! Everything OK?  
 Claire: Yes thanks! What's up?  
 Maria: Listen – this afternoon we're going on a hike to Dingli Cliffs, would you like to come along?  
 Claire: It sounds good! But I'll have to ask Mum and Dad for permission ... Just hold on till I talk to them.  
 Maria: Yes, of course. I'll wait.

*After some seconds.*

Claire: It's OK. They both said it's a good idea.  
 Maria: We're sure to like it – the weather is perfect and we need not be afraid it will rain! We'll pick you up around 1.35 then.  
 Claire: Good! See you!

Listen to the exercises again. You may finish this task as you listen.

Number 1: Underline the correct word or phrase in each bracket.

**a) It is (Monday, Friday, Sunday).**

Underline the correct word now. (4 seconds)

**b) Maria has (toast, cereal, fruit) for breakfast.**

Underline the correct word now. (4 seconds)

**c) Maria drinks (tea, orange juice, coffee) for breakfast.**

Underline the correct word now. (4 seconds)

**d) In the afternoon Maria is going on a (hike, bus ride, flight) to Dingli Cliffs.**

Underline the correct word now. (4 seconds)

**e) They plan to leave at half past one in the (morning, afternoon, night).**

Underline the correct word now. (4 seconds)

**f) They will pick Claire around (2, 5, 10) minutes later.**

Underline the correct word now. (4 seconds)

**g) Claire is Maria's (friend, boyfriend, cousin).**

Underline the correct word now. (4 seconds)

**h) Maria uses the (telephone, fax, Facebook) to contact her cousin.**

Underline the correct word now. (4 seconds)

**i) The weather was (bad, rainy, good).**

Underline the correct word now. (4 seconds)

**j) They (needed, did not need, needs) a raincoat and umbrella.**

Underline the correct word now. (4 seconds)

Number 2: Tick ( ✓ ) the correct answer.

- a) ***It smells heavenly* means:**  
(i) **It smells really good.**  
(ii) **I think I'll go to heaven.**  
(iii) **It has a very good taste.**

Tick the correct answer now. (4 seconds)

- b) ***Just hold on* means:**  
(i) **I'll have to hold your hand.**  
(ii) **Just wait a little.**  
(iii) **We will need a walking stick.**

Tick the correct answer now. (4 seconds)

- c) ***We will pick you up* means:**  
(i) **We will go pick some flowers.**  
(ii) **We will come along for you.**  
(iii) **When you fall we will help you up.**

Tick the correct answer now. (4 seconds)

You now have some time to check your answers. (30 seconds)

This is the end of Task One.

(Allow a 30 second pause between Task 1 and 2.)

## PROCEDURE FOR TASK 2

Look at the exercises for Task 2.

(Allow 50 seconds while the students familiarise themselves with the pages.)

Listen carefully. You will listen to the passage twice.

Now listen to the extract from Adam's Diary. If you wish you may start completing the exercises as you listen.

**ADAM:** She has no discrimination. She loves all the animals — all of them! She thinks they are all treasures, every new one is welcome. When the brontosaurus came striding into camp, she regarded it as a good thing, I considered it a disaster; that is a good example of how we hardly ever agree on anything. She wanted to domesticate it, I wanted to make it a present of the homestead and move out. She believed it could be tamed by kind treatment and would be a good pet; I said a pet seven metres high and twenty eight metres long would be no proper thing to have about the place, because, even with the best intentions and without meaning any harm, it could sit down on the house and mash it, for any one could see by the look of its eye that it was absent-minded. Still, her heart was set upon having that monster, and she couldn't give it up. She thought we could start a dairy with it, and wanted me to help milk it; but I wouldn't; it was too risky. The sex wasn't right, and we hadn't any ladder anyway. Then she wanted to ride it, and look at the scenery. Ten or twelve metres of its tail was lying on the ground, like a fallen tree, and she thought she could climb it, but she was mistaken; when she got to the steep place it was too slick and down she came, and would have hurt herself but for me. Was she satisfied now? No. Nothing ever satisfies her but demonstration; untested theories are not in her line, and she won't have them. It is the right spirit, I concede it; it attracts me; I feel the influence of it; if I were with her more I think I should take it up myself. Well, she had one theory remaining about this monster: she thought that if we could tame it and make him friendly we could stand in the river and use him for a bridge. It turned



out that he was already plenty tame enough — at least as far as she was concerned — so she tried her theory, but it failed: every time she got him properly placed in the river and went ashore to cross over him, he came out and followed her around like a pet mountain. Like the other animals. They all do that.

*adapted from **Extracts from Adam's Diary** by Mark Twain*

Listen to the exercises and complete them.

Number 1: True, False or No Information Given (NIG)? Tick (✓) in the correct column.

**a) She loves all animals, even very big ones.**

Tick the correct box now. (4 seconds)

**b) All animals love her.**

Tick the correct box now. (4 seconds)

**c) Adam agreed that they should keep the brontosaurus as a pet.**

Tick the correct box now. (4 seconds)

**d) The brontosaurus was male.**

Tick the correct box now. (4 seconds)

**e) She managed to cross the river using the monster as a bridge.**

Tick the correct box now. (4 seconds)

**f) The brontosaurus did not want to stay on as a pet.**

Tick the correct box now. (4 seconds)

Number 2: Fill in with numbers.

**The brontosaurus was** \_\_\_\_\_ *(2 seconds)* **metres high,** \_\_\_\_\_  
\_\_\_\_\_ *(2 seconds)* **metres long and his tail was between** \_\_\_\_\_  
*(2 seconds)* **and** \_\_\_\_\_ *(2 seconds)* **metres long.**

Fill in with numbers now *(10 seconds)*

Number 3: Tick (✓) to show the correct answer.

**she wanted to domesticate it means:**

**(i) She wanted to keep him as a pet.**

**(ii) She wanted him to stay in a kennel.**

**(iii) She wanted to send him away.**

Tick to show the correct answer now. (4 seconds)

Number 4: Complete the sentences.

**a) She could climb his tail because it** \_\_\_\_\_.

Complete the sentence now *(10 seconds)*

**b) They could not milk the brontosaurus for two reasons which were that**  
\_\_\_\_\_ **and**  
\_\_\_\_\_.

Complete the sentence now. *(10 seconds)*

Listen to the extract again.

**ADAM:** She has no discrimination. She loves all the animals — all of them! She thinks they are all treasures, every new one is welcome. When the brontosaurus came striding into camp, she regarded it as a good thing, I considered it a disaster; that is a good example of how we hardly ever agree on anything. She wanted to domesticate it, I wanted to make it a present of

the homestead and move out. She believed it could be tamed by kind treatment and would be a good pet; I said a pet seven metres high and twenty eight metres long would be no proper thing to have about the place, because, even with the best intentions and without meaning any harm, it could sit down on the house and mash it, for any one could see by the look of its eye that it was absent-minded. Still, her heart was set upon having that monster, and she couldn't give it up. She thought we could start a dairy with it, and wanted me to help milk it; but I wouldn't; it was too risky. The sex wasn't right, and we hadn't any ladder anyway. Then she wanted to ride it, and look at the scenery. Ten or twelve metres of its tail was lying on the ground, like a fallen tree, and she thought she could climb it, but she was mistaken; when she got to the steep place it was too slick and down she came, and would have hurt herself but for me. Was she satisfied now? No. Nothing ever satisfies her but demonstration; untested theories are not in her line, and she won't have them. It is the right spirit, I concede it; it attracts me; I feel the influence of it; if I were with her more I think I should take it up myself. Well, she had one theory remaining about this monster: she thought that if we could tame it and make him friendly we could stand in the river and use him for a bridge. It turned out that he was already plenty tame enough — at least as far as she was concerned — so she tried her theory, but it failed: every time she got him properly placed in the river and went ashore to cross over him, he came out and followed her around like a pet mountain. Like the other animals. They all do that.

*adapted from **Extracts from Adam's Diary** by Mark Twain*

Listen to the exercises again. You may finish off any remaining exercises as you listen.

Number 1: True, False or No Information Given (NIG)? Tick (✓) in the correct column.

**a) She loves all animals, even very big ones.**

Tick the correct box now. (4 seconds)

**b) All animals love her.**

Tick the correct box now. (4 seconds)

**c) Adam agreed that they should keep the brontosaurus as a pet.**

Tick the correct box now. (4 seconds)

**d) The brontosaurus was male.**

Tick the correct box now. (4 seconds)

**e) She managed to cross the river using the monster as a bridge.**

Tick the correct box now. (4 seconds)

**f) The brontosaurus did not want to stay on as a pet.**

Tick the correct box now. (4 seconds)

Number 2: Fill in with numbers.

**The brontosaurus was \_\_\_\_\_ (2 seconds) metres high,**

**\_\_\_\_\_ (2 seconds) metres long and his tail was between \_\_\_\_\_**

**(2 seconds) and \_\_\_\_\_ (2 seconds) metres long.**

Fill in with numbers now (10 seconds)

Number 3: Tick (✓) to show the correct answer.

**she wanted to domesticate it means:**

**(i) She wanted to keep him as a pet.**

**(ii) She wanted him to stay in a kennel.**

**(iii) She wanted to send him away.**

Tick to show the correct answer now. (4 seconds)

Number 4: Complete the sentences.

**a) She could climb his tail because it \_\_\_\_\_.**

Complete the sentence now *(10 seconds)*

**b) They could not milk the brontosaurus for two reasons which were that**

\_\_\_\_\_ **and**

\_\_\_\_\_.

Complete the sentence now. *(10 seconds)*

You now have some time to check your answers. *(1 minute)*

This is the end of Task 2 and the end of the Listening Examination Paper 7.

<p style="text-align: center;"><b>ENGLISH: ORAL</b></p> <p style="text-align: center;"><b>INTERLOCUTOR PAPER</b></p>
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**TIME:** 10 minutes

**PAPER 8**

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**Task 1: Warmer**

*(1 minute, not assessed)*

- |    |               |  |
|----|---------------|--|
| 1A | To Student A: | <b>Good morning _____, can you spell your name for me please?</b>  |
| 1B | To Student B: | <b>Good morning _____, can you spell your name for me please?</b>  |
| 2A | To Student A: | <b>Where do you live? What is your address?</b>  |
| 2B | To Student B: | <b>How old are you? Which month of the year do you like best? Why?</b>   |
| 3A | To Student A: | <b>How do you get to school in the morning? Do you walk or do you come by bus? What do you usually see on the way? (prompt: school children? Adults? Shops? Market?)</b> |
| 3B | To Student B: | <b>Talk to me about your favourite room in the house. Why is it your favourite room? What else makes it your favourite room?</b>   |
| 4A | To Student A: | <b>What do you plan to do after school?</b>  |
| 4B | To Student B: | <b>What did you do yesterday after school?</b>   |

## Task 2: Interview

(3 minutes)

Interlocutor asks questions on one topic per student at a time as indicated below.

The interlocutor says to Student A:

**I'm going to ask you some questions about *the weather*.**

- a) Do you follow the weather reports? What do they talk about?
- b) Which of the elements – wind, rain, temperature – do you find most important? Why?
- c) How is the weather in summer different from that in winter?

The interlocutor says to Student B:

**I'm going to ask you some questions about *shopping*.**

- a) Who usually does the shopping at your house? Who helps in the shopping?
- b) Do you prefer to go shopping with an adult, or on your own? Why?
- c) Do you ever go shopping for goods outside your town or village? Which goods do you find in the village or town where you live, and which goods do you buy from outside the town or village where you live?

The interlocutor says to Student A:

**I'm going to ask you some questions about *pets and animals*.**

- a) Do you like animals? What kind do you like?
- b) Have you any pets? Can you describe it for me?
- c) How do you help with the care of your pet? Is there anything more you'd like to tell me about your pet?

The interlocutor says to Student B:

**I'm going to ask you some questions about *pets and animals*.**

- a) Are animals all the same size? Give me some examples.
- b) You mentioned the \_\_\_\_\_. What do you know about it?
- c) Do you agree that animals should be kept in a zoo? Why/why not?

### **Task 3: Compare and Contrast**

**(3 minutes)**

Interlocutor says: **Look carefully at these two pictures and I will ask you both some questions about them.**

1A To Student A: **Tell me how they are different.**

1B To Student B: **Tell me how they are similar.**

2A To Student A:

- a) What kind of room is it?
- b) Describe the room for me – size, appearance, furniture?
- c) This room could be part of different buildings – can you name some of them?
- d) How would you describe the furniture – modern, classic, old, new?
- e) Would you like a room like that? Why?

2B To Student B:

- a) What name would you give the room?
- b) What about the size and appearance of the room?
- c) What items of furniture do you see? How would you describe the furniture?
- d) What uses can the room have?
- e) How would you like to live in a room like this?

## Task 4: Single Picture

Interlocutor says: **Look at this picture; then we are going to talk about it. Have you understood?**

Interlocutor allows the students around 5 seconds to look at the picture. The interlocutor should ask the questions to the two students in turn so that both students participate equally until the 3 minutes assigned for this task have passed.

- a) What do you see in the picture?
- b) Give a name to the two persons in the picture?
- c) What do you think they are doing?
- d) What is one girl telling the other, do you think? (*aim for secrets*)
- e) What could this secret be about?
- f) Do children usually have secrets?
- g) Do you think boys have secrets as well? Do they share it with other boys or girls?
- h) Have you ever been told a secret?
- i) Do you think the other girl will be able to keep that secret? Why/why not?
- j) Do you agree that children should tell secrets to each other? Why/why not?
- k) If you have a secret to whom would you tell it? To whom should you tell it?
- l) By the way, do you agree that you should have a secret? Why/why not?
- m) If somebody tells you a secret, would you keep it in all circumstances?
- n) What are those circumstances that would make you reveal a secret?

## CRITERIA FOR ASSESSMENT – ENGLISH ORAL SKILLS

Range of vocabulary (5 marks)		
0 - 1 - 2	3 - 4 - 5	
Can name and use basic vocabulary and phrases related to everyday objects, activities, and people. Has knowledge of thematic word sets. Makes occasional use of another language.		Can use a wider range of vocabulary and phrases to be more specific in expressing meaning appropriate to the context.
Range of grammatical structure (5 marks)		
0 - 1 - 2	3 - 4 - 5	
Can use basic grammatical structures and construct simple sentence structures.		Can use a range of grammatical structures and construct complex sentence structures linked with a range of connectors.
Fluency and interaction (4 marks)		
0 - 1 - 2	3 - 4	
Can interact in a simple way provided the interlocutor is prepared to repeat or rephrase things at a slower rate of speech. Can ask and answer simple questions in areas of immediate need or on very familiar topics but cannot elaborate.		Can communicate and interact more fully and with greater ease in tasks requiring a simple and direct exchange of information on familiar topics and activities. Shows an ability to extend the interaction.
Task achievement (2 marks)		
1/2	1	2
Response is only partially relevant in spite of prompting and rephrasing.	Can understand the questions/ instructions but needs some prompting to formulate a relevant response.	Can immediately understand the questions/instructions and response is relevant.
Pronunciation, intonation, and stress (2 marks)		
1/2	1	2
Speech characterised by mispronunciations that interfere with meaning, and intonation and stress are heavily influenced by the first language.	Speech is generally clear and intelligible, with some influence of first language intonation and stress patterns, but meaning is generally achieved.	Speech is consistently clear and intelligible, using the appropriate intonation and stress to express the desired meaning.
Task Specific (2 marks)		
These marks are pegged with Tasks 3 and 4 for each test session.		



# ENGLISH: LISTENING

## TEACHER'S PAPER

TIME: 30 minutes

PAPER 8

### PROCEDURE FOR TASK 1

Look at Task One.

*(Allow 15 second pause while students familiarise themselves with the page.)*

Listen carefully. You will listen to the passage twice.

Now listen to the extract. If you wish you may start answering the questions as you listen.

**ALICE:** *[Angrily]* Why, how impolite of him. I asked him a civil question, and he pretended not to hear me. That's not at all nice. *[Calling after him]* I say, Mr. White Rabbit, where are you going? Hmmm. He won't answer me. And I do *so* want to know what he is late for. I wonder if I might follow him. Why not? There's no rule that I mayn't go where I please. I — I will follow him. Wait for me, Mr. White Rabbit. I'm coming, too! *[Falling]* How curious. I never realized that rabbit holes were so dark ... and so long ... and so empty. I believe I have been falling for five minutes, and I still can't see the bottom! Hmph! After such a fall as this, I shall think nothing of tumbling downstairs. How brave they'll all think me at home. Why, I wouldn't say anything about it even if I fell off the top of the house! I wonder how many miles I've fallen by this time. I must be getting somewhere near the centre of the earth. I wonder if I shall fall right *through* the earth! How funny that would be. Oh, I think I see the bottom. Yes, I'm sure I see the bottom. I shall hit the bottom, hit it very hard, and oh, how it will hurt!

*adapted from Alice's Adventures in Wonderland by Lewis Carroll*

Listen carefully to the exercises related to extract and complete them.

Number 1: Underline the correct word or phrase in each bracket.

**a) Alice thinks that the Rabbit is being rather (rude, well-mannered, good).**

Underline the correct word now. *(4 seconds)*

**b) Alice has asked (Mr White Rabbit, her mother, her father) a question.**

Underline the correct word now. *(4 seconds)*

**c) The rabbit (will, won't, answers) answer her.**

Underline the correct word now. *(4 seconds)*

**d) Alice (decide, decides, deciding) to follow him.**

Underline the correct word now. *(4 seconds)*

**e) Alice goes into the rabbit (hutch, hole, cage).**

Underline the correct word now. *(4 seconds)*

**f) Alice believes she has been falling for (4, 5, 2) minutes.**

Underline the correct word now. *(4 seconds)*

**g) She thinks that, at home, she will now be able to (turn, fall, tumble) downstairs.**

Underline the correct word now. *(4 seconds)*

**h) Alice thinks that people will think she was (brave, stupid, intelligent).**

Underline the correct word now. *(4 seconds)*

**i) Alice believes she is somewhere near the (edge, end, centre) of the Earth.**

Underline the correct word now. (4 seconds)

**j) She wonders if she would go (to, through, true) the Earth.**

Underline the correct word now. (4 seconds)

Number 2: Tick (✓) the correct answer.

**a) Alice never knew that rabbit holes were**

**(i) so smelly.**

**(ii) so central.**

**(iii) so dark, long and empty.**

Tick the correct box now. (4 seconds)

**b) Alice thinks that she has fallen**

**(i) many miles.**

**(ii) many times.**

**(iii) many smiles.**

Tick the correct box now. (4 seconds)

**c) Alice thinks that when she hits the bottom**

**(i) it will be very soft.**

**(ii) she will get hurt.**

**(iii) she will go through the earth.**

Tick the correct box now. (4 seconds)

Now listen to the extract again.

**ALICE:** [*Angrily*] Why, how impolite of him. I asked him a civil question, and he pretended not to hear me. That's not at all nice. [*Calling after him*] I say, Mr. White Rabbit, where are you going? Hmmm. He won't answer me. And I do *so* want to know what he is late for. I wonder if I might follow him. Why not? There's no rule that I mayn't go where I please. I — I will follow him. Wait for me, Mr. White Rabbit. I'm coming, too! [*Falling*] How curious. I never realized that rabbit holes were so dark ... and so long ... and so empty. I believe I have been falling for five minutes, and I still can't see the bottom! Hmph! After such a fall as this, I shall think nothing of tumbling downstairs. How brave they'll all think me at home. Why, I wouldn't say anything about it even if I fell off the top of the house! I wonder how many miles I've fallen by this time. I must be getting somewhere near the centre of the earth. I wonder if I shall fall right *through* the earth! How funny that would be. Oh, I think I see the bottom. Yes, I'm sure I see the bottom. I shall hit the bottom, hit it very hard, and oh, how it will hurt!

*adapted from Alice's Adventures in Wonderland by Lewis Carroll*

Listen to the exercises again. You may finish this task as you listen.

Number 1: Underline the correct word or phrase in each bracket.

**a) Alice thinks that the Rabbit is being rather (rude, well-mannered, good).**

Underline the correct word now. (4 seconds)

**b) Alice has asked (Mr White Rabbit, her mother, her father) a question.**

Underline the correct word now. (4 seconds)

**c) The rabbit (will, won't, answers) answer her.**

Underline the correct word now. (4 seconds)

**d) Alice (decide, decides, deciding) to follow him.**

Underline the correct word now. (4 seconds)

**e) Alice goes into the rabbit (hutch, hole, cage).**

Underline the correct word now. *(4 seconds)*

**f) Alice believes she has been falling for (4, 5, 2) minutes.**

Underline the correct word now. *(4 seconds)*

**g) She thinks that, at home, she will now be able to (turn, fall, tumble) downstairs.**

Underline the correct word now. *(4 seconds)*

**h) Alice thinks that people will think she was (brave, stupid, intelligent).**

Underline the correct word now. *(4 seconds)*

**i) Alice believes she is somewhere near the (edge, end, centre) of the Earth.**

Underline the correct word now. *(4 seconds)*

**j) She wonders if she would go (to, through, true) the Earth.**

Underline the correct word now. *(4 seconds)*

Number 2: Tick (✓) the correct answer.

**a) Alice never knew that rabbit holes were**

**(i) so smelly.**

**(ii) so central.**

**(iii) so dark, long and empty.**

Tick the correct box now. *(4 seconds)*

**b) Alice thinks that she has fallen**

**(i) many miles.**

**(ii) many times.**

**(iii) many smiles.**

Tick the correct box now. *(4 seconds)*

**c) Alice thinks that when she hits the bottom**

**(i) it will be very soft.**

**(ii) she will get hurt.**

**(iii) she will go through the earth.**

Tick the correct box now. *(4 seconds)*

You now have some time to check your answers. *(30 seconds)*

This is the end of Task One.

*(Allow a 30 second pause between Task 1 and 2.)*

## PROCEDURE FOR TASK 2

Look at the exercises for Task 2.

*(Allow 50 seconds while the students familiarise themselves with the pages.)*

Listen carefully. You will listen to the passage twice.

Now listen to the conversation. If you wish you may start completing the exercises as you listen.

*David Abela has been feeling rather unwell. His mother takes him to the doctor. This is the conversation they have.*

Doctor: Hello David, Mrs Abela! What can I do to help you?  
Mrs Abela: David hasn't been feeling too well, Doctor.  
Doctor: Tell me David, what is it?  
David: I've had a runny nose since yesterday ... My stomach is queasy ...  
Doctor: What about your temperature? Is it high?  
Mrs Abela: This morning it was quite normal. But he has started shivering ...  
Doctor: *(uses the thermometer)* Look David, your temperature is 38<sup>0</sup>C. You do have a fever. Now let me see your throat.  
Mrs Abela: Come on, Dave! Open your mouth properly so the doctor can see!  
Doctor: Ah! There is some inflammation. I'm surprised you haven't complained of a sore throat yet!  
David: I do feel a bit uncomfortable ... cannot swallow properly.  
Mrs Abela: Well, he didn't eat much today, Doctor, and that's rather unusual ...  
Doctor: Listen, David – I have to listen to your breathing too. Pull up your t-shirt and let me listen through my stethoscope.  
*(after a few seconds)* Ok, take a deep breath ... Ok, ok ... that's good, now exhale ... Good. Good ...  
David: Thank you.  
Doctor: Look David, there's nothing very wrong with you. You have a cold, that's all. But you must be careful ...  
David: Can I go to school?  
Doctor: No, it's better not to. You might pass it on to the other children. Stay at home for a couple of days till you are better.  
Mrs Abela: Does he need to take some kind of medicine?  
Doctor: All you need are some pills to control your temperature. Then, I recommend that you drink a lot of water and rest! That should do the trick!  
David: Ok! I will miss school but ...  
Mrs Abela: Come on David! You'll have time to read your library books ...  
Doctor: Soon everything will be ok! Let me write out your prescription. Here you are!  
Mrs Abela: Do we need to see you again, Doc?  
Doctor: I don't think so. But if the temperature is still high after three days, he will need antibiotics. In that case, just give me a call and we can discuss this over the phone.  
Mrs Abela: Well, thanks again. So long!

Listen to the exercises and complete them.

Number 1: True, False or No Information Given (NIG)? Tick (✓) in the correct column.

**a) David went to Dr Zammit's clinic.**

Tick the correct box now. (4 seconds)

**b) David had a high temperature.**

Tick the correct box now. (4 seconds)

**c) The doctor asked David to inhale and exhale.**

Tick the correct box now. (4 seconds)

**d) Mrs Abela does not want David to stay at home.**

Tick the correct box now. (4 seconds)

Number 2: Underline the correct word or phrase in each bracket.

**a) David was complaining of a runny nose and an (upset stomach, earache, toothache).**

Underline the correct word now. (4 seconds)

**b) The doctor advised David (to eat a lot, to drink a lot of water, to go to school).**

Underline the correct word now (4 seconds)

**c) David must take some (syrup, food, pills) to control his temperature.**

Underline the correct word now (4 seconds)

Number 3: Tick (✓) to show the correct answer.

**a) *you might pass it on to other children* means:**

**(i) other children will become sick.**

**(ii) you will need to pass the ball.**

**(iii) other children will play with you.**

Tick the best answer now (4 seconds)

**b) *just give me a call* means:**

**(i) just pay me another visit.**

**(ii) just phone me.**

**(iii) never come here again.**

Tick the best answer now (4 seconds)

Number 4: Complete the sentences using words from the text.

**a) David had three symptoms which were \_\_\_\_\_ ,**  
(2 seconds) \_\_\_\_\_ (2 seconds) **and**

\_\_\_\_\_. (2 seconds)

Now fill in the blanks to complete the sentence. (10 seconds)

**b) To get well, David had to do three things which were \_\_\_\_\_ ,**  
(2 seconds) \_\_\_\_\_ (2 seconds) **and**

\_\_\_\_\_. (2 seconds)

Now fill in the blanks to complete the sentence. (10 seconds)

Listen to the conversation again.

*David Abela has been feeling rather unwell. His mother takes him to the doctor. This is the conversation they have.*

Doctor: Hello David, Mrs Abela! What can I do to help you?  
Mrs Abela: David hasn't been feeling too well, Doctor.  
Doctor: Tell me David, what is it?  
David: I've had a runny nose since yesterday ... My stomach is queasy ...  
Doctor: What about your temperature? Is it high?  
Mrs Abela: This morning it was quite normal. But he has started shivering ...  
Doctor: *(uses the thermometer)* Look David, your temperature is 38<sup>0</sup>C. You do have a fever. Now let me see your throat.  
Mrs Abela: Come on, Dave! Open your mouth properly so the doctor can see!  
Doctor: Ah! There is some inflammation. I'm surprised you haven't complained of a sore throat yet!  
David: I do feel a bit uncomfortable ... cannot swallow properly.  
Mrs Abela: Well, he didn't eat much today, Doctor, and that's rather unusual ...  
Doctor: Listen, David – I have to listen to your breathing too. Pull up your t-shirt and let me listen through my stethoscope.  
*(after a few seconds)* Ok, take a deep breath ... Ok, ok ... that's good, now exhale ... Good. Good ...  
David: Thank you.  
Doctor: Look David, there's nothing very wrong with you. You have a cold, that's all. But you must be careful ...  
David: Can I go to school?  
Doctor: No, it's better not to. You might pass it on to the other children. Stay at home for a couple of days till you are better.  
Mrs Abela: Does he need to take some kind of medicine?  
Doctor: All you need are some pills to control your temperature. Then, I recommend that you drink a lot of water and rest! That should do the trick!  
David: Ok! I will miss school but ...  
Mrs Abela: Come on David! You'll have time to read your library books ...  
Doctor: Soon everything will be ok! Let me write out your prescription. Here you are!  
Mrs Abela: Do we need to see you again, Doc?  
Doctor: I don't think so. But if the temperature is still high after three days, he will need antibiotics. In that case, just give me a call and we can discuss this over the phone.  
Mrs Abela: Well, thanks again. So long!

Listen to the exercises again. You may finish off any remaining exercises as you listen.

Number 1: True, False or No Information Given (NIG)? Tick (✓) in the correct column.

**a) David went to Dr Zammit's clinic.**

Tick the correct box now. *(4 seconds)*

**b) David had a high temperature.**

Tick the correct box now. *(4 seconds)*

**c) The doctor asked David to inhale and exhale.**

Tick the correct box now. *(4 seconds)*

**d) Mrs Abela does not want David to stay at home.**

Tick the correct box now. *(4 seconds)*

Number 2: Underline the correct word or phrase in each bracket.

**a) David was complaining of a runny nose and an (upset stomach, earache, toothache).**

Underline the correct word now. (4 seconds)

**b) The doctor advised David (to eat a lot, to drink a lot of water, to go to school).**

Underline the correct word now (4 seconds)

**c) David must take some (syrup, food, pills) to control his temperature.**

Underline the correct word now (4 seconds)

Number 3: Tick (✓) to show the correct answer.

**a) *you might pass it on to other children* means:**

**(i) other children will become sick.**

**(ii) you will need to pass the ball.**

**(iii) other children will play with you.**

Tick the best answer now (4 seconds)

**b) *just give me a call* means:**

**(i) just pay me another visit.**

**(ii) just phone me.**

**(iii) never come here again.**

Tick the best answer now (4 seconds)

Number 4: Complete the sentences using words from the text.

**a) David had three symptoms which were \_\_\_\_\_ ,**

(2 seconds) \_\_\_\_\_ (2 seconds) **and**

\_\_\_\_\_. (2 seconds)

Now fill in the blanks to complete the sentence. (10 seconds)

**b) To get well, David had to do three things which were \_\_\_\_\_ ,**

(2 seconds) \_\_\_\_\_ (2 seconds) **and**

\_\_\_\_\_. (2 seconds)

Now fill in the blanks to complete the sentence. (10 seconds)

You now have some time to check your answers. (1 minute)

This is the end of Task 2 and the end of the Listening Examination Paper 8.

<p style="text-align: center;"><b>ENGLISH: ORAL</b></p> <p style="text-align: center;"><b>INTERLOCUTOR PAPER</b></p>
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**TIME:** 10 minutes

**PAPER 9**

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**Task 1: Warmer**

*(1 minute, not assessed)*

- |    |               |   |
|----|---------------|---|
| 1A | To Student A: | Good morning _____, can you spell your name for me please?  |
| 1B | To Student B: | Good morning _____, can you spell your name for me please?  |
| 2A | To Student A: | Where do you live? What is your address?  |
| 2B | To Student B: | How old are you? Which month of the year do you like best? Why?   |
| 3A | To Student A: | How do you get to school in the morning? Do you walk or do you come by bus? What do you usually see on the way? (prompt: school children? Adults? Shops? Market?) |
| 3B | To Student B: | Talk to me about your favourite room in the house. Why is it your favourite room? What else makes it your favourite room?   |
| 4A | To Student A: | What do you plan to do after school?  |
| 4B | To Student B: | What did you do yesterday after school?   |



## Task 2: Interview

(3 minutes)

Interlocutor asks questions on one topic per student at a time as indicated below.

The interlocutor says to Student A:

**I'm going to ask you some questions about *you and others*.**

- a) Do you have any grandparents alive? Can you name them for me?
- b) What is their age? Can you describe the appearance of one of them please?
- c) What about character? Please describe the character of one of your grandparents. Why did you choose this grandparent?

The interlocutor says to Student B:

**I'm going to ask you some questions about *you and others*.**

- a) Do you have any aunts and/or uncles? Can you name two of them for me?
- b) What is the age of your oldest uncle/aunt? What can you tell me about her/his appearance?
- c) Do you meet your aunt/uncle often? What do you remember/admire most about him/her?

The interlocutor says to Student A:

**I'm going to ask you some questions about *school life*.**

- a) What kind of school do you attend? Can you describe the school building for me?
- b) Do you have a garden at school? What do you like/dislike about it?
- c) What about sports facilities? Are they enough? If you could, would you change anything in your school?

The interlocutor says to Student B:

**I'm going to ask you some questions about *school life*.**

- a) How do you like life at school? How is it different from life in class?
- b) Is there something you don't like about your school life? Why?
- c) What about the time you spend at school? Would you like it to be longer/shorter? Why?

### **Task 3: Inverted Interview**

**(3 minutes)**

The interlocutor tells the students while placing the picture in front of them: **I want you to look at this picture. Now, I know all about the picture. You can ask me questions about it and I will answer. Have you understood?**

**Ask me about ...**

Interlocutor prompts each student to ask a question in turn.

- the place
- the event
- when the photo was taken
- the person in the photo
- the vehicle in the photo
- feelings of the person pushing their car
- feelings of the police
- residents of the street
- the season
- why floods happen

## CRITERIA FOR ASSESSMENT – ENGLISH ORAL SKILLS

Range of vocabulary (5 marks)		
0 - 1 - 2	3 - 4 - 5	
Can name and use basic vocabulary and phrases related to everyday objects, activities, and people. Has knowledge of thematic word sets. Makes occasional use of another language.		Can use a wider range of vocabulary and phrases to be more specific in expressing meaning appropriate to the context.
Range of grammatical structure (5 marks)		
0 - 1 - 2	3 - 4 - 5	
Can use basic grammatical structures and construct simple sentence structures.		Can use a range of grammatical structures and construct complex sentence structures linked with a range of connectors.
Fluency and interaction (4 marks)		
0 - 1 - 2	3 - 4	
Can interact in a simple way provided the interlocutor is prepared to repeat or rephrase things at a slower rate of speech. Can ask and answer simple questions in areas of immediate need or on very familiar topics but cannot elaborate.		Can communicate and interact more fully and with greater ease in tasks requiring a simple and direct exchange of information on familiar topics and activities. Shows an ability to extend the interaction.
Task achievement (2 marks)		
1/2	1	2
Response is only partially relevant in spite of prompting and rephrasing.	Can understand the questions/ instructions but needs some prompting to formulate a relevant response.	Can immediately understand the questions/instructions and response is relevant.
Pronunciation, intonation, and stress (2 marks)		
1/2	1	2
Speech characterised by mispronunciations that interfere with meaning, and intonation and stress are heavily influenced by the first language.	Speech is generally clear and intelligible, with some influence of first language intonation and stress patterns, but meaning is generally achieved.	Speech is consistently clear and intelligible, using the appropriate intonation and stress to express the desired meaning.
Task Specific (2 marks)		
These marks are pegged with Tasks 3 and 4 for each test session.		

# ENGLISH: LISTENING

## TEACHER'S PAPER

**TIME:** 30 minutes

**PAPER 9**

### PROCEDURE FOR TASK 1

Look at Task One.

*(Allow 15 second pause while students familiarise themselves with the page.)*

Listen carefully. You will listen to the passage twice.

Now listen to the passage. If you wish you may start answering the questions as you listen.

#### Newton tree goes to space

On May 14, 2010 a tiny piece of a tree went to space on board a space shuttle. What's so special about this piece that it got to go to space? Well, the tree that this piece belongs to helped us discover gravity! You've probably guessed it, but we're talking about the apple tree that inspired Isaac Newton to come up with the idea of gravity about 300 years ago. When Newton saw apples falling from this tree, he began to wonder why they didn't go up or sideways — this led him to discover his law of gravity.

Newton's law of gravity says that every object in the universe attracts every other object with a force called gravity. But the attraction depends on how large the objects are and how close to each other they are. Since the Earth is so massive, it attracts the apples on the tree, and they fall towards the Earth when they break from the tree. The distance explains why astronauts float in space — they are too far from the Earth to get pulled down by gravity. So the piece of tree that played a role in discovering gravity will finally get to experience "no gravity" in space!

Isaac Newton was born in a small town in the United Kingdom, and lived from 1643 to 1727. He is one of the greatest scientists of all time. He made many discoveries in mathematics, optics, and physics.

Listen carefully to the exercises and complete them.

Number 1: Fill in with dates.

**a) The tree went to space on May \_\_\_\_\_ (2 seconds) in the year \_\_\_\_\_ (2 seconds)**

Fill in the dates now. (4 seconds)

**b) Sir Isaac Newton was born in \_\_\_\_\_ (2 seconds) and died in \_\_\_\_\_ (2 seconds)**

Fill in with numbers now. (4 seconds)

Number 2: Underline the correct word.

**a) This tree help Isaac Newton discover his law of (gravy, gravity, grave).**

Underline the correct word now. (4 seconds)

**b) The force of gravity depends on how (size, small, large) the objects are and how (far, distance, true) they are from each other.**

Underline the correct word now (4 seconds)

**c) In space astronauts (float, floats, floating).**

Underline the correct word now. (4 seconds)

**d) Isaac Newton was (American, Italian, British).**

Underline the correct word now. (4 seconds)

**e) Newton discovered the law of gravity about (two, three, four) centuries ago.**

Underline the correct word now. (4 seconds)

**f) Newton made (many, much, lot) more discoveries.**

Underline the correct word now. (4 seconds)

Number 3: True, False, or No Information Given (NIG)? Tick (✓) in the correct column.

**a) Newton is one of the greatest scientists of all times.**

Tick the correct box now. (4 seconds)

**b) The tree was in Newton's garden.**

Tick the correct box now. (4 seconds)

**c) The piece of tree that ended up in space was very large.**

Tick the correct box now. (4 seconds)

**d) Every object in the universe attracts every other object.**

Tick the correct box now. (4 seconds)

**e) The apple fell sideways.**

Tick the correct box now. (4 seconds)

**f) Newton also made discoveries in Mathematics.**

Tick the correct box now. (4 seconds)

Now listen to the passage again.

### **Newton tree goes to space**

On May 14, 2010 a tiny piece of a tree went to space on board a space shuttle. What's so special about this piece that it got to go to space? Well, the tree that this piece belongs to helped us discover gravity! You've probably guessed it, but we're talking about the apple tree that inspired Isaac Newton to come up with the idea of gravity about 300 years ago. When Newton saw apples falling from this tree, he began to wonder why they didn't go up or sideways — this led him to discover his law of gravity.

Newton's law of gravity says that every object in the universe attracts every other object with a force called gravity. But the attraction depends on how large the objects are and how close to each other they are. Since the Earth is so massive, it attracts the apples on the tree, and they fall towards the Earth when they break from the tree. The distance explains why astronauts float in space — they are too far from the Earth to get pulled down by gravity. So the piece of tree that played a role in discovering gravity will finally get to experience "no gravity" in space!

Isaac Newton was born in a small town in the United Kingdom, and lived from 1643 to 1727. He is one of the greatest scientists of all time. He made many discoveries in mathematics, optics, and physics.

Listen to the exercises again. You may finish this task as you listen.

Number 1: Fill in with dates.

**a) The tree went to space on May \_\_\_\_\_ (2 seconds) in the year \_\_\_\_\_ . (2 seconds)**

Fill in the dates now. (4 seconds)

**b) Sir Isaac Newton was born in \_\_\_\_\_ (2 seconds) and died in \_\_\_\_\_ . (2 seconds)**

Fill in with numbers now. (4 seconds)

Number 2: Underline the correct word.

**a) This tree help Isaac Newton discover his law of (gravy, gravity, grave).**

Underline the correct word now. (4 seconds)

**b) The force of gravity depends on how (size, small, large) the objects are and how (far, distance, true) they are from each other.**

Underline the correct word now (4 seconds)

**c) In space astronauts (float, floats, floating).**

Underline the correct word now. (4 seconds)

**d) Isaac Newton was (American, Italian, British).**

Underline the correct word now. (4 seconds)

**e) Newton discovered the law of gravity about (two, three, four) centuries ago.**

Underline the correct word now. (4 seconds)

**f) Newton made (many, much, lot) more discoveries.**

Underline the correct word now. (4 seconds)

Number 3: True, False, or No Information Given (NIG)? Tick (✓) in the correct column.

**a) Newton is one of the greatest scientists of all times.**

Tick the correct box now. (4 seconds)

**b) The tree was in Newton's garden.**

Tick the correct box now. (4 seconds)

**c) The piece of tree that ended up in space was very large.**

Tick the correct box now. (4 seconds)

**d) Every object in the universe attracts every other object.**

Tick the correct box now. (4 seconds)

**e) The apple fell sideways.**

Tick the correct box now. (4 seconds)

**f) Newton also made discoveries in Mathematics.**

Tick the correct box now. (4 seconds)

You now have some time to check your answers. (30 seconds)

This is the end of Task One.

(Allow a 30 second pause between Task 1 and 2.)

## PROCEDURE FOR TASK 2

Look at the exercises for Task 2.

*(Allow 50 seconds while the students familiarise themselves with the pages.)*

Listen carefully. You will listen to the passage twice.

Now listen to the interview. If you wish you may start completing the exercises as you listen.

**Steve, an interviewer from the Statistics Office, is conducting a survey about education. He goes to Maya's house and gains Maya's mother's permission to interview Maya, an 11-year old girl.**

Steve: Hello Maya! This is Steve from the Statistics Office. We are holding a survey about education and we are interviewing children between 10 and 13 years old. Your mother told me you are 11, is that right?

Maya: Yes, I'm Maya Tabone and I am 11.

Steve: So would you like to participate in this survey about education?

Maya: Ok. What is it you want to know?

Steve: First of all, what kind of school do you attend – primary or secondary?

Maya: I'm still in the primary but this is my last year. Next year I will be attending a secondary school.

Steve: Which are your favourite subjects?

Maya: Well, it's quite difficult to say! I like them all but I think I prefer English to the other subjects.

Steve: English ... eh ... so what are you doing to improve your performance in English?

Maya: I pay attention in class, do all my homework and I read during my free time. Reading is my favourite hobby.

Steve: What kind of books do you like? And who is your favourite author?

Maya: As long as a book is interesting, I like it. And I don't really have a favourite author either. However I love classics especially those by Charles Dickens.

Steve: Do you buy the books you read? If you don't buy them, where do you get them from?

Maya: I do buy some books from local bookshops and even through the internet. But it's more likely that I borrow books from the library.

Steve: Which library? Your local one or the central one?

Maya: Well, both! However, I've read most of the books in the local library, so now I go to the central library at Beltissebħ – there they have a wider choice of books.

Steve: Very good! That will be all – you've been very helpful. Thanks.

Maya: Thank you too – it was a pleasure!

Listen to the exercises and complete them.

Number 1: True, False or No Information Given (NIG)? Tick (✓) in the correct column.

**a) Steve interviews Maya at her home.**

Tick the correct box now. *(4 seconds)*

**b) Maya is in Year 6.**

Tick the correct box now. *(4 seconds)*

**c) To improve her English, Maya listens to a radio station which broadcasts in English.**

Tick the correct box now. *(4 seconds)*

**d) Maya buys books from the local newsagent.**

Tick the correct box now. (4 seconds)

**e) Maya borrows books only from the local library.**

Tick the correct box now. (4 seconds)

**f) Maya has 2 brothers.**

Tick the correct box now. (4 seconds)

Number 2: Underline the correct word or phrase in each bracket.

**a) Steve works for the (Social Services, Education, Statistics) office.**

Underline the correct word now. (4 seconds)

**b) Maya likes to read (all, interesting, thick) books.**

Underline the correct word now. (4 seconds)

**c) Sometimes Maya buys books (online, never, bookshop).**

Underline the correct word now. (4 seconds)

**d) The central library is at (Valletta, Sliema, Beltissebh).**

Underline the correct word now. (4 seconds)

Number 3: Tick (✓) to show the correct answer.

**a) *participate* means:**

(i) many parts together

(ii) take part

(iii) take things apart

Tick the best answer now. (4 seconds)

**b) The opposite of *borrow* is**

(i) steal

(ii) rob

(iii) lend

Tick the best answer now. (4 seconds)

**c) *wider choice* means:**

(i) there are more books to choose from

(ii) the books are thicker

(iii) the books have pictures

Tick the best answer now. (4 seconds)

**d) Maya says *it was a pleasure*. This means:**

(i) I did not like doing this interview.

(ii) I hated talking to you.

(iii) I enjoyed doing this interview.

Tick the best answer now. (4 seconds)

Number 4: Complete the sentences by using words or phrases from the text.

**a) Maya is in the last year of \_\_\_\_\_ school.**

Now fill in the blanks to complete the sentence. (10 seconds)

**b) Maya always pays \_\_\_\_\_ in class.**

Now fill in the blanks to complete the sentence. (10 seconds)

**c) At the end, Steve says that Maya had been very \_\_\_\_\_.**

Now fill in the blanks to complete the sentence. (10 seconds)



Listen to the interview again.

**Steve, an interviewer from the Statistics Office, is conducting a survey about education. He goes to Maya's house and gains Maya's mother's permission to interview Maya, an 11-year old girl.**

Steve: Hello Maya! This is Steve from the Statistics Office. We are holding a survey about education and we are interviewing children between 10 and 13 years old. Your mother told me you are 11, is that right?

Maya: Yes, I'm Maya Tabone and I am 11.

Steve: So would you like to participate in this survey about education?

Maya: Ok. What is it you want to know?

Steve: First of all, what kind of school do you attend – primary or secondary?

Maya: I'm still in the primary but this is my last year. Next year I will be attending a secondary school.

Steve: Which are your favourite subjects?

Maya: Well, it's quite difficult to say! I like them all but I think I prefer English to the other subjects.

Steve: English ... eh ... so what are you doing to improve your performance in English?

Maya: I pay attention in class, do all my homework and I read during my free time. Reading is my favourite hobby.

Steve: What kind of books do you like? And who is your favourite author?

Maya: As long as a book is interesting, I like it. And I don't really have a favourite author either. However I love classics especially those by Charles Dickens.

Steve: Do you buy the books you read? If you don't buy them, where do you get them from?

Maya: I do buy some books from local bookshops and even through the internet. But it's more likely that I borrow books from the library.

Steve: Which library? Your local one or the central one?

Maya: Well, both! However, I've read most of the books in the local library, so now I go to the central library at Beltissebħ – there they have a wider choice of books.

Steve: Very good! That will be all – you've been very helpful. Thanks.

Maya: Thank you too – it was a pleasure!

Listen to the exercises again. You may finish off any remaining exercises as you listen.

Number 1: True, False or No Information Given (NIG)? Tick (✓) in the correct column.

**a) Steve interviews Maya at her home.**

Tick the correct box now. (4 seconds)

**b) Maya is in Year 6.**

Tick the correct box now. (4 seconds)

**c) To improve her English, Maya listens to a radio station which broadcasts in English.**

Tick the correct box now. (4 seconds)

**d) Maya buys books from the local newsagent.**

Tick the correct box now. (4 seconds)

**e) Maya borrows books only from the local library.**

Tick the correct box now. (4 seconds)

**f) Maya has 2 brothers.**

Tick the correct box now. (4 seconds)

Number 2: Underline the correct word or phrase in each bracket.

**a) Steve works for the (Social Services, Education, Statistics) office.**

Underline the correct word now. (4 seconds)

**b) Maya likes to read (all, interesting, thick) books.**

Underline the correct word now. (4 seconds)

**c) Sometimes Maya buys books (online, never, bookshop).**

Underline the correct word now. (4 seconds)

**d) The central library is at (Valletta, Sliema, Beltissebh).**

Underline the correct word now. (4 seconds)

Number 3: Tick (✓) to show the correct answer.

**a) *participate* means:**

(i) many parts together

(ii) take part

(iii) take things apart

Tick the best answer now. (4 seconds)

**b) The opposite of *borrow* is**

(i) steal

(ii) rob

(iii) lend

Tick the best answer now. (4 seconds)

**c) *wider choice* means:**

(i) there are more books to choose from

(ii) the books are thicker

(iii) the books have pictures

Tick the best answer now. (4 seconds)

**d) Maya says *it was a pleasure*. This means:**

(i) I did not like doing this interview.

(ii) I hated talking to you.

(iii) I enjoyed doing this interview.

Tick the best answer now. (4 seconds)

Number 4: Complete the sentences by using words or phrases from the text.

**a) Maya is in the last year of \_\_\_\_\_ school.**

Now fill in the blanks to complete the sentence. (10 seconds)

**b) Maya always pays \_\_\_\_\_ in class.**

Now fill in the blanks to complete the sentence. (10 seconds)

**c) At the end, Steve says that Maya had been very \_\_\_\_\_.**

Now fill in the blanks to complete the sentence. (10 seconds)

You now have some time to check your answers. (1 minute)

This is the end of Task 2 and the end of the Listening Examination Paper 9.

<p style="text-align: center;"><b>ENGLISH: ORAL</b></p> <p style="text-align: center;"><b>INTERLOCUTOR PAPER</b></p>
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**TIME:** 10 minutes

**PAPER 10**

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**Task 1: Warmer**

*(1 minute, not assessed)*

- |    |               |  |
|----|---------------|--|
| 1A | To Student A: | <b>Good morning _____, can you spell your name for me please?</b>  |
| 1B | To Student B: | <b>Good morning _____, can you spell your name for me please?</b>  |
| 2A | To Student A: | <b>Where do you live? What is your address?</b>  |
| 2B | To Student B: | <b>How old are you? Which month of the year do you like best? Why?</b>   |
| 3A | To Student A: | <b>How do you get to school in the morning? Do you walk or do you come by bus? What do you usually see on the way? (prompt: school children? Adults? Shops? Market?)</b> |
| 3B | To Student B: | <b>Talk to me about your favourite room in the house. Why is it your favourite room? What else makes it your favourite room?</b>   |
| 4A | To Student A: | <b>What do you plan to do after school?</b>  |
| 4B | To Student B: | <b>What did you do yesterday after school?</b>   |

## Task 2: Interview

(3 minutes)

Interlocutor asks questions on one topic per student at a time as indicated below.

The interlocutor says to Student A:

**I'm going to ask you some questions about *helping at home*.**

- a) Who does the housework at home?
- b) So you do/don't help at home? Why?
- c) What jobs do you do/would you consider doing? Why?

The interlocutor says to Student B:

**I'm going to ask you some questions about *helping at home*.**

- a) Does anybody in your home do any maintenance work? In the house, garage, garden?
- b) Are you involved in all this? Why/why not?
- c) If you could choose, which job would you like to do? Give reasons for your answer.

The interlocutor says to Student A:

**I'm going to ask you some questions about *health and body care*.**

- a) How can we prevent illnesses? Why is the prevention of an illness as important as the cure?
- b) Why are physical exercises important for our health? Do you do physical exercise out of school hours? If yes, how much and when?
- c) Why is it unhealthy to spend all our free time sitting down at our computer or watching television? Why is it important to keep our bodies clean and healthy?

The interlocutor says to Student B:

**I'm going to ask you some questions about *free time and entertainment*.**

- a) Is there any free time which you spend outside the house? What activity do you do?
- b) Do you meet someone special during this outdoor activity? Who?
- c) Would you change this activity for any other? What else do you find entertaining?

#### **Task 4: Thematic Picture**

Interlocutor says: **Look at the large picture, it shows the Gozo Channel ferry. Look at the smaller pictures below. Which of these can you find on the ferry? Which of these are not usually found on a ship?**

Interlocutor says to Student A: **Choose a picture and tell me if you would find that object in a ferry and tell me why or why not.**

Interlocutor then repeats the question to Student B and alternates between the two students so that both participate equally.

If a Student hesitates for too long and seems to be in difficulty, interlocutor says: **Would you find this (point to one of the objects) on the ferry? Why? Why not? Can we use this (point to one of the objects) on a ship? Why? Why not?**

## CRITERIA FOR ASSESSMENT – ENGLISH ORAL SKILLS

Range of vocabulary (5 marks)		
0 - 1 - 2	3 - 4 - 5	
Can name and use basic vocabulary and phrases related to everyday objects, activities, and people. Has knowledge of thematic word sets. Makes occasional use of another language.		Can use a wider range of vocabulary and phrases to be more specific in expressing meaning appropriate to the context.
Range of grammatical structure (5 marks)		
0 - 1 - 2	3 - 4 - 5	
Can use basic grammatical structures and construct simple sentence structures.		Can use a range of grammatical structures and construct complex sentence structures linked with a range of connectors.
Fluency and interaction (4 marks)		
0 - 1 - 2	3 - 4	
Can interact in a simple way provided the interlocutor is prepared to repeat or rephrase things at a slower rate of speech. Can ask and answer simple questions in areas of immediate need or on very familiar topics but cannot elaborate.		Can communicate and interact more fully and with greater ease in tasks requiring a simple and direct exchange of information on familiar topics and activities. Shows an ability to extend the interaction.
Task achievement (2 marks)		
1/2	1	2
Response is only partially relevant in spite of prompting and rephrasing.	Can understand the questions/ instructions but needs some prompting to formulate a relevant response.	Can immediately understand the questions/instructions and response is relevant.
Pronunciation, intonation, and stress (2 marks)		
1/2	1	2
Speech characterised by mispronunciations that interfere with meaning, and intonation and stress are heavily influenced by the first language.	Speech is generally clear and intelligible, with some influence of first language intonation and stress patterns, but meaning is generally achieved.	Speech is consistently clear and intelligible, using the appropriate intonation and stress to express the desired meaning.
Task Specific (2 marks)		
These marks are pegged with Tasks 3 and 4 for each test session.		

# ENGLISH: LISTENING

## TEACHER'S PAPER

**TIME:** 30 minutes

**PAPER 10**

### PROCEDURE FOR TASK 1

Look at Task One.

*(Allow 15 second pause while students familiarise themselves with the page.)*

Listen carefully. You will listen to the passage twice.

Now listen to the news report. If you wish you may start answering the questions as you listen.

*Here are today's news:*

*First some news from England:*

*When you're done with a packet of crisps you normally just chuck it in the bin; but one design student had a different idea ...*

Rebekah decided to stitch together hundreds of the empty wrappers and make a dress for her end-of-year project at college. It took her over two months to get enough packets and sew them all together. The dress won Leicester College's top Sustainable Design Award.

*adapted from bbc.co.uk*

*In the wild, fishing cats are found across south east Asia; but Otto is off to a slightly colder location ...*

The rare fishing cat has been raised at a zoo in Cornwall, England but is being sent to Estonia in northern Europe to find a mate. Fishing cats are different from the common cat because they love to swim; they even have webbed feet! The cat's numbers are falling due to water poisoning so Otto's breeders hope he is able to find a mate soon.

*adapted from bbc.co.uk*

*Now for a news item from Malta:*

*How does it feel to be a member of Parliament?*

Students from different primary schools today paid a visit to the House of Representatives. They were greeted by the Speaker of the House who talked to them about his work as chairperson during parliamentary discussions. They then sat on opposite sides of the House and, just like the real members of Parliament, debated some issues that concerned the environment. All the students present said they enjoyed the visit and would like to visit again when a 'real' debate is underway!

*And now the weather report and forecast*

The weather today was cloudy with some light rain in the afternoon; the highest temperature was 20°C while the lowest was 12°C.

Tomorrow it will be slightly cooler with the highest temperature expected to be 18°C while the lowest remains the same. No rain is expected tomorrow but there might be some high clouds. The wind will be Northerly, force 3. Seas will be calm. Humidity will be around 70%.

Listen carefully to the exercises related to the news report and complete them.

Number 1: Underline the correct word or phrase in each bracket.

**1. A dress made of crisp wrappers**

**a) Rebekah attends (a secondary school, college, a primary school).**

Underline the correct word now. (4 seconds)

**b) Rebekah studies (Art, Design, Maths).**

Underline the correct word now. (4 seconds)

**c) Rebekah made the dress for her (half yearly, weekend, end-of-year) project.**

Underline the correct word now. (4 seconds)

**d) It took her (too, two, to) months to get enough wrappers to make the dress.**

Underline the correct word now. (4 seconds)

**2. Fishing cats**

**a) The cat was raised in an (Estonian, English, Maltese) zoo.**

Underline the correct word now. (4 seconds)

**b) The cat was taken to (Estonia, England, Malta).**

Underline the correct word now. (4 seconds)

**c) Fishing cats have (web, webbed, wet) feet.**

Underline the correct word now. (4 seconds)

**d) These cats (love, loves, do not like) to swim.**

Underline the correct word now. (4 seconds)

**3. Members of Parliament**

**a) The students (say, paid, pays) a visit to the House of Representatives.**

Underline the correct word now. (4 seconds)

**b) The Speaker acts as chairperson (during, on, in) discussions in Parliament.**

Underline the correct word now. (4 seconds)

**c) The students held a (discussion, debate, committee) on the environment.**

Underline the correct word now. (4 seconds)

**d) The students (did not enjoy, enjoy, enjoyed) the visit.**

Underline the correct word now. (4 seconds)

**4. The weather**

**a) Today the weather was cloudy and with (some, no, nothing) rain.**

Underline the correct word now. (4 seconds)

**b) The (highest, lowest, greatest) temperature was 20°C.**

Underline the correct word now. (4 seconds)

**c) Tomorrow the wind will come from the (South, East, North).**

Underline the correct word now. (4 seconds)

**d) Tomorrow the lowest temperature will be (20°C, 12°C, 18°C).**

Underline the correct word now. (4 seconds)



Now listen to the news report again.

*Here are today's news:*

*First some news from England:*

*When you're done with a packet of crisps you normally just chuck it in the bin; but one design student had a different idea ...*

Rebekah decided to stitch together hundreds of the empty wrappers and make a dress for her end-of-year project at college. It took her over two months to get enough packets and sew them all together. The dress won Leicester College's top Sustainable Design Award.

*adapted from bbc.co.uk*

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Listen to the exercises again. You may finish this task as you listen.

Number 1: Underline the correct word or phrase in each bracket.

**1. A dress made of crisp wrappers**

**a) Rebekah attends (a secondary school, college, a primary school).**

Underline the correct word now. (4 seconds)

**b) Rebekah studies (Art, Design, Maths).**

Underline the correct word now. (4 seconds)

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Underline the correct word now. (4 seconds)

**d) It took her (too, two, to) months to get enough wrappers to make the dress.**

Underline the correct word now. (4 seconds)

**2. Fishing cats**

**a) The cat was raised in an (Estonian, English, Maltese) zoo.**

Underline the correct word now. (4 seconds)

**b) The cat was taken to (Estonia, England, Malta).**

Underline the correct word now. (4 seconds)

**c) Fishing cats have (web, webbed, wet) feet.**

Underline the correct word now. (4 seconds)

**d) These cats (love, loves, do not like) to swim.**

Underline the correct word now. (4 seconds)

**3. Members of Parliament**

**a) The students (say, paid, pays) a visit to the House of Representatives.**

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**b) The Speaker acts as chairperson (during, on, in) discussions in Parliament.**

Underline the correct word now. (4 seconds)

**c) The students held a (discussion, debate, committee) on the environment.**

Underline the correct word now. (4 seconds)

**d) The students (did not enjoy, enjoy, enjoyed) the visit.**

Underline the correct word now. (4 seconds)

**4. The weather**

**a) Today the weather was cloudy and with (some, no, nothing) rain.**

Underline the correct word now. (4 seconds)

**b) The (highest, lowest, greatest) temperature was 20°C.**

Underline the correct word now. (4 seconds)

**c) Tomorrow the wind will come from the (South, East, North).**

Underline the correct word now. (4 seconds)

**d) Tomorrow the lowest temperature will be (20°C, 12°C, 18°C).**

Underline the correct word now. (4 seconds)

You now have some time to check your answers. (30 seconds)

This is the end of Task One.

(Allow a 30 second pause between Task 1 and 2.)

## PROCEDURE FOR TASK 2

Look at the exercises for Task 2.

(Allow 50 seconds while the students familiarise themselves with the pages.)

Listen carefully. You will listen to the passage twice.

Now listen to the extract. If you wish you may start completing the exercises as you listen.

*Gerald Durrell loved animals. He was in South America to discover whatever he could about the animals there. He also wanted to take some animals back to England so he could study them. Gerald Durrell is 'I' in this conversation.*

'Rafael,' I called excitedly, 'just come and look at this.'

He came into the kitchen and stared at the creature in my cupped hands.

'What is it, Gerry?' he asked curiously.

'It's an armadillo ... you know, the small kind that rolls into a ball ... I showed you pictures of it.'

'Ah, yes,' said Rafael, light dawning, 'here she is called the *tatu naranja*.'

'What does *naranja* mean?' I asked curiously.

'*Naranja* means orange, Gerry – you know, the fruit.'

'Oh, yes, of course. It does look rather like a big orange rolled up.'

'You want this?' Rafael inquired, touching it with a cautious finger.

'Good Lord, yes; I want lots of them. Look, Rafael, ask him where he caught it, how much he wants for it, and whether he can get me some more.'

Rafael turned to the Indian, who was standing beaming in the doorway, and asked him.

The little man nodded his head vigorously, and then broke into halting Spanish.

Rafael listened and then turned to me.

'He says he can get you plenty, Gerry. There are plenty in the forest. He wants to know how many you want.'

'Well, I want at least six ... But what price does he want?'

For ten minutes Rafael and the Indian bargained, and then Rafael turned to me.

'It is good for five *guarani*?' he asked.

'Yes, that's a reasonable price. I'll pay him that. Look, Rafael, ask him if he can show me the place where these things live, will you?'

Again Rafael and the Indian conferred.

'Yes, he says he can show you ... but it is in the forest, Gerry ... We must go on horseback, you know.'

*adapted from **The Drunken Forest** by Gerald Durrell*

Listen to the exercises and complete them.

Number 1: True or False? Tick (✓) in the correct column.

**a) This conversation took place in the living room.**

Tick the correct box now. (4 seconds)

**b) You can hold an armadillo in your hand.**

Tick the correct box now. (4 seconds)

**c) Rafael had never before touched an armadillo.**

Tick the correct box now. (4 seconds)

**d) The armadillo was blue in colour.**

Tick the correct box now. (4 seconds)

**e) The Indian sat on the window sill.**

Tick the correct box now. (4 seconds)

**f) The Indian did not know Spanish very well.**

Tick the correct box now. (4 seconds)

Number 2: Underline the correct word or phrase in each bracket.

**a) The armadillo is a kind of (thing, object, animal).**

Underline the correct word now. (4 seconds)

**b) The armadillo can (role, roll, row) into a ball.**

Underline the correct word now. (4 seconds)

**c) Guarani is a kind of (fruit, animal, money).**

Underline the correct word now. (4 seconds)

**d) The armadillos live in the (kitchen, garden, forest).**

Underline the correct word now. (4 seconds)

Number 3: Tick (✓) to show the correct answer.

**a) light dawning means:**

(i) it was dawn

(ii) starting to understand

(iii) switched on the light

Tick the correct answer now. (4 seconds)

**b) The Indian was standing *beaming* in the doorway. *Beaming* means:**

(i) looking very happy

(ii) lighting

(iii) shaking

Tick the correct answer now. (4 seconds)

**c) Rafael and the Indian *bargained*. By this we understand that:**

(i) They did not agree on the price straightaway.

(ii) They went to a bar.

(iii) They quarrelled.

Tick the correct answer now. (4 seconds)

**d) Rafael and the Indian *conferred*. This means:**

(i) Rafael and the Indian had to go to a conference.

(ii) Rafael and the Indian discussed things between them.

(iii) Rafael went to confession.

Tick the correct answer now. (4 seconds)

Number 4: Complete the sentences by using words, phrases or numbers from the text.

**a) Gerry wanted to know three things: where the Indian had \_\_\_\_\_ (2 seconds) the armadillo, \_\_\_\_\_ (2 seconds) much money he wanted for it and \_\_\_\_\_ (2 seconds) he could get him some more.**

Now fill in the blanks to complete the sentence. (10 seconds)

**b) Rafael and the Indian talked for about \_\_\_\_\_ (2 seconds) minutes then they agreed that Gerry would pay \_\_\_\_\_ (2 seconds) guarini for \_\_\_\_\_ (2 seconds) armadillos.**

Now fill in the blanks to complete the sentence. (10 seconds)

Listen to the extract again.

*Gerald Durrell loved animals. He was in South America to discover whatever he could about the animals there. He also wanted to take some animals back to England so he could study them. Gerald Durrell is 'I' in this conversation.*

'Rafael,' I called excitedly, 'just come and look at this.'

He came into the kitchen and stared at the creature in my cupped hands.

'What is it, Gerry?' he asked curiously.

'It's an armadillo ... you know, the small kind that rolls into a ball ... I showed you pictures of it.'

'Ah, yes,' said Rafael, light dawning, 'here she is called the *tatu naranja*.'

'What does *naranja* mean?' I asked curiously.

'*Naranja* means orange, Gerry – you know, the fruit.'

'Oh, yes, of course. It does look rather like a big orange rolled up.'

'You want this?' Rafael inquired, touching it with a cautious finger.

'Good Lord, yes; I want lots of them. Look, Rafael, ask him where he caught it, how much he wants for it, and whether he can get me some more.'

Rafael turned to the Indian, who was standing beaming in the doorway, and asked him.

The little man nodded his head vigorously, and then broke into halting Spanish.

Rafael listened and then turned to me.

'He says he can get you plenty, Gerry. There are plenty in the forest. He wants to know how many you want.'

'Well, I want at least six ... But what price does he want?'

For ten minutes Rafael and the Indian bargained, and then Rafael turned to me.

'It is good for five *guarani*?' he asked.

'Yes, that's a reasonable price. I'll pay him that. Look, Rafael, ask him if he can show me the place where these things live, will you?'

Again Rafael and the Indian conferred.

'Yes, he says he can show you ... but it is in the forest, Gerry ... We must go on horseback, you know.'

*adapted from **The Drunken Forest** by Gerald Durrell*

Listen to the exercises again. You may finish off any remaining exercises as you listen.

Number 1: True or False? Tick (✓) in the correct column.

**a) This conversation took place in the living room.**

Tick the correct box now. (4 seconds)

**b) You can hold an armadillo in your hand.**

Tick the correct box now. (4 seconds)

**c) Rafael had never before touched an armadillo.**

Tick the correct box now. (4 seconds)

**d) The armadillo was blue in colour.**

Tick the correct box now. (4 seconds)

**e) The Indian sat on the window sill.**

Tick the correct box now. (4 seconds)

**f) The Indian did not know Spanish very well.**

Tick the correct box now. (4 seconds)

Number 2: Underline the correct word or phrase in each bracket.

a) **The armadillo is a kind of (thing, object, animal).**

Underline the correct word now. (4 seconds)

b) **The armadillo can (role, roll, row) into a ball.**

Underline the correct word now. (4 seconds)

c) **Guarani is a kind of (fruit, animal, money).**

Underline the correct word now. (4 seconds)

d) **The armadillos live in the (kitchen, garden, forest).**

Underline the correct word now. (4 seconds)

Number 3: Tick (✓) to show the correct answer.

a) **light dawning means:**

(i) it was dawn

(ii) starting to understand

(iii) switched on the light

Tick the correct answer now. (4 seconds)

b) **The Indian was standing *beaming* in the doorway. *Beaming* means:**

(i) looking very happy

(ii) lighting

(iii) shaking

Tick the correct answer now. (4 seconds)

c) **Rafael and the Indian *bargained*. By this we understand that:**

(i) They did not agree on the price straightaway.

(ii) They went to a bar.

(iii) They quarrelled.

Tick the correct answer now. (4 seconds)

d) **Rafael and the Indian *conferred*. This means:**

(i) Rafael and the Indian had to go to a conference.

(ii) Rafael and the Indian discussed things between them.

(iii) Rafael went to confession.

Tick the correct answer now. (4 seconds)

Number 4: Complete the sentences by using words, phrases or numbers from the text.

a) **Gerry wanted to know three things: where the Indian had \_\_\_\_\_ (2 seconds) the armadillo, \_\_\_\_\_ (2 seconds) much money he wanted for it and \_\_\_\_\_ (2 seconds) he could get him some more.**

Now fill in the blanks to complete the sentence. (10 seconds)

b) **Rafael and the Indian talked for about \_\_\_\_\_ (2 seconds) minutes then they agreed that Gerry would pay \_\_\_\_\_ (2 seconds) guarini for \_\_\_\_\_ (2 seconds) armadillos.**

Now fill in the blanks to complete the sentence. (10 seconds)

You now have some time to check your answers. (1 minute)

This is the end of Task 2 and the end of the Listening Examination Paper 10.

**Task 1**

1. (a) 25; (b) 6; (c)  $\frac{1}{2}$  ; (d) 3
2. (a) strain; (b) cubes
3. (a) true; (b) true; (c) false; (d) true; (e) false
4. C; A; B

**Task 2**

1. (a) true; (b) true; (c) true; (d) false; (e) NIG
2. (a) tuneful; (b) sang
3. (a) unhappy; (b) happy
4. (a) one should never believe a captive's promise  
(b) we should keep what we have

**Reading Comprehension 1**

1. paper; 2. paper; 3. metal; 4. glass; 5. glass; 6. metal; 7. metal; 8. paper; 9. plastic;  
10. paper; 11. glass; 12. paper

**Reading Comprehension 2**

1. (a) Chihuahua; (b) smaller; (c) Al
2. (a) crazy; (b) usual; (c) 4; (d) try
3. border collies
4. three weeks; Dogs' and Cats'; severe skin condition
5. Dogs' and Cats' Home
  
6. (a) T; (b) F; (c) T; (d) F; (e) N; (f) F
7. he jumped into the pond and dried himself on the sofa
8. (a) easily excited; (b) outing; (c) no home
9. Staffordshire bull terrier cross collie
  
10. (a) stray; (b) Afghanistan; (c) most dangerous; (d) carry on
11. because there are lots of hidden explosives
12. because the dog meant a lot to Private Lewis
13. he was on patrol
14. fighting; was killed; to
  
15. (a) Nancy; (b) Derek; (c) Pegasus; (d) Derek
16. (a) Dogs' and Cats' Home; (b) RSPCA; (c) Nowzad
17. (a) T; (b) F



**Task 1****Weddings**

1. Siggiewi Parish Church
2. witnesses
3. went

**Births**

1. Mater Dei Hospital
2. does not have

**What's on today**

1. six
2. painter
3. pay

**Task 2**

1. (a) true; (b) true; (c) false; (d) NIG
2. (a) sleeping; (b) faint; (c) confusing
3. (a) iii; (b) ii
4. (a) queer; turn into a butterfly; (b) beginning

**Reading Comprehension 1**

up; right; left; opposite; past; front; Forest; of; Hill; in; third; right; back

**Reading Comprehension 2**

1. (a) nursery; (b) startled; (c) rude
2. (a) angry; (b) eaten; (c) worried
3. because he called her father's bungalow 'a place like this'
4. she was stamping her foot
  
5. (a) F; (b) T; (c) T; (d) N
6. he had tears in his eyes
7. (a) found out; (b) remembering
8. because they had servants
9. father; mother; place
  
10. playing by herself
11. to put a heap of stones pretending it is a rockery
12. No. She did not want boys.
13. No. He teased her and he danced around her.
14. (a) tease; (b) crosser; sang; laughed
  
15. (a) cholera; (b) nursery; (c) companions; (d) bungalow
16. Mary: a, d; Barney: b; Basil: c, e

**Task 1**

1. (a) father; (b) older; (c) fewer; (d) seek; (e) brother; (f) mother; (g) pane; (h) was not
2. (a) ii; (b) iii; (c) ii; (d) ii

**Task 2**

1. (a) true; (b) true; (c) no information given; (d) false; (e) true; (f) true
2. (a) gale; (b) Africa; (c) again; (d) South; West; (e) fields
3. (a) ii; (b) i
4. (a) strongest; Tropics; (b) turbines; electricity

**Reading Comprehension 1**

1. cooking; 2. reading; listening; 3. swimming; running; 4. painting; 5. swinging; sliding;  
6. hoovering; washing; 7. shopping; 8. dancing

**Reading Comprehension 2**

1. (a) T; (b) F; (c) T; (d) N
2. (a) 2; (b) huge; (c) certainly; (d) elect
3. (a) Christians; (b) Rome; (c) Pope
4. Benedict XVI
5. (a) Sistine; (b) very guarded; (c) majority; (d) black
6. they elect whoever gets more than half the votes
7. (a) white smoke; (b) bells ringing
8. (a) odd; (b) chosen; (c) chosen a new Pope
9. (a) 1978; (b) 58; (c) 13<sup>th</sup>; 1981; (d) 2; (e) 2005; (f) 2011
10. (a) forgave Ali Agca; (b) he visited more than 100 countries; (c) people say he was the greatest man that ever lived
11. (a) leader of the Catholic Church; (b) in charge of Vatican City
12. (a) each gets one vote; (b) they use smoke to give out signals
13. (a) Rome; (b) it is the smallest country in the world
14. well-loved; greatest; beatified

**Task 1**

1. (a) 2; (b) 9; (c)  $\frac{1}{2}$
2. (a) Lebanon; Jerusalem; (b) Spain; (c) Peru
3. (a) largest; (b) disease; (c) oldest; (d) game; (e) trap
4. B; D; E; C

**Task 2**

1. (a) true; (b) true; (c) true; (d) false; (e) NIG; (f) false
2. (a) liquid; (b) half a litre; (c) exactly; (d) address
3. (a) ii; (b) ii; (c) i; (d) ii
4. (a) skin care; (b) brand; (c) bakery

**Reading Comprehension 1**

1 – 2; 2 – 2; 3 – 1; 4 – 3; 5 – 3; 6 – 1; 7 – 4; 8 – 5; 9 – 5; 10 – 6; 11 – 4; 12 – 6

**Reading Comprehension 2**

1. (a) hundred; (b) million; (c) year
2. (a) species; (b) fossils; (c) surfers; (d) news
3. because of some horrific attacks on humans
4. *either*: Yes, because they attack people. *or*: No, because sharks are mostly harmless.
5. fish; harmless; attacks
  
6. B; C; D; A
7. (a) true; (b) false; (c) true; (d) true; (e) true
8. they think they are biting a fish or seal; when humans stray into a shark area
  
10. (a) fleeing; (b) species; (c) eat; (d) decreased
11. b; c; e; f; h
12. Great Whites; Tiger Sharks
13. marine mammals like seals
  
14. (a) T; (b) F; (c) T; (d) F; (e) N

**Task 1**

1. Rome; 2. bad weather; 3. 7.45 am; 4. last; 5. Dublin; 6. Information; 7. never;  
8. reported to; 9. Air Malta; 10. 2; 11. 10; 12. are; 13. Berlin; 14. 4; 15. captain; 16. 5

**Task 2**

1. (a) true; (b) true; (c) false; (d) true; (e) NIG; (f) false
2. (a) restaurant; (b) easy; (c) angry; (d) play; (e) nuisance; (f) off
3. (a) cooks; cleans; (b) supervisor; waiter; (c) toy soldiers; computer games
4. (a) dad is a good listener  
(b) put on mum's clothes and high-heeled shoes  
(c) he won't let others bully her

**Reading Comprehension 1**

1. 4; 6; 2; 5; 3; 3; 1; 4; 2; 5; 6; 1

**Reading Comprehension 2**

1. (a) false; (b) true; (c) true; (d) NIG; (e) true; (f) false

2. (a) 2000; (b) 300; (c) 11; 4; 55

3. (a) dog; (b) state in Mexico

4. (a) occurred; (b) empty; (c) humidity; (d) discouraged

5. (a) magma; (b) survive; (c) thieves

7. C; A; E; B; D

8. (a) beautiful; (b) underground

9. from sword-like crystals found there

10. they discovered it in 2000

11. Candle Mine Cave

12. (a) Queen's Eye Cave; (b) Candles Mine Cave

13. (a) volcanic activity formed the Naica Mountains

(b) the Swords' Cave was discovered

(c) a thick iron gate was built

14. stunning



**Task 1**

1. e; d; a; b; c
2. (a) knew; (b) by bus; (c) 10; (d) the woman had helped Daniela; (e) thanks
3. (a) by car; (b) spare; (c) for; (d) New Street; (e) Rose Avenue; (f) next to

**Task 2**

1. (a) true; (b) NIG; (c) false; (d) false; (e) true; (f) false; (g) true; (h) NIG
2. (a) stories; airplanes; (b) take; (c) projects
3. (a) were not members of the library; (b) *A Christmas Carol*
4. (a) name, surname, address, parents' names and telephone number  
(b) three weeks'

**Reading Comprehension 1**

1. (a) brighter; (b) brushing; (c) pyjamas; (d) electricity; (e) does not need
2. (a) bed/dining/sitting; (b) fridges; (c) reduced; (d) sea; (e) lift; (f) St Stephen's; (g) badges

**Reading Comprehension 2**

1. (a) the second; (b) countries; (c) hundred; (d) Muslims; (e) cannot; (f) on foot
2. (a) false; (b) true; (c) true; (d) true; (e) true; (f) NIG; (g) true
3. (a) Angola; Congo; (b) children are forced to fight; children lose their parents
4. (a) conflicts; (b) forced; (c) lose their parents; (d) limbs
5. b; d; e; a; c
6. (a) Somalia; Eritrea; Tanzania; (b) diarrhoea; infections; (c) floods; draughts; (d) HIV; Aids
7. 203.5 million
8. one
9. (a) 2; (b) 3; (c) 5; (d) 7; (e) 9

**Task 1**

1. (a) Sunday; (b) toast; (c) orange juice; (d) hike; (e) afternoon; (f) 5; (g) friend;  
(h) telephone; (i) good; (j) did not need
2. (a) i; (b) ii; (c) ii

**Task 2**

1. (a) true; (b) NIG; (c) false; (d) true; (e) false; (f) NIG
2. 7; 28; 10; 12
3. i
4. (a) was lying on the ground; (b) it was a male; they had no ladder

**Reading Comprehension 1**

- (a) What's that? ; Stef; holiday; adventure
- (b) children; funny; laughter; down
- (c) terrifying/gripping; mirror; luck; watch

**Reading Comprehension 2**

- 1. (a) 1805; (b) 1875; (c) 168; (d) 14; (e) 1839
- 2. (a) Odense; (b) Denmark; (c) Germany; (d) America; England
- 3. popular; novels; *The Emperor's New Clothes* ...
- 4. (a) in plenty; (b) travelled all over the world; (c) sad; (d) rain poured down; (e) hard
- 5. (a) F; (b) N; (c) T; (d) F; (e) F; (f) T; (g) T; (h) N
- 6. (a) bad; (b) told them
- 7. raining and windy
- 8. three peas
- 9. she felt something hard underneath her, on the bed
- 10. (a) ii; (b) i
- 11. (a) did not look; (b) told; (c) married
- 12. C; F; A; E; B; D
- 13. four

**Task 1**

1. (a) rude; (b) Mr White Rabbit; (c) won't; (d) decides; (e) hole; (f) 5; (g) tumble;  
(h) brave; (i) centre; (j) through
2. (a) iii; (b) i; (c) iii

**Task 2**

1. (a) NIG; (b) true; (c) true; (d) false
2. (a) upset stomach; (b) to drink a lot of water; (c) pills
3. (a) i; (b) ii
4. (a) runny nose; queasy stomach; inflammation  
(b) stay at home; drink water; take pills

**Reading Comprehension 1**

1. (a) true; (b) true; (c) false; (d) true; (e) NIG; (f) false; (g) false; (h) NIG; (i) true;  
(j) false; (k) false; (l) true

**Reading Comprehension 2**

1. life; grow; nowhere; eat; Earth; minerals; roots  
2. (a) water, because we can survive longer without food  
(b) to prevent cavities from forming in teeth  
(c) they contain nutrients that give us energy  
3. (a) ice; (b) evaporation; (c) condensation; (d) precipitation  
4. it is a Proper Noun  
5. (a) false; (b) true; (c) false; (d) true; (e) true; (f) false; (g) true  
6. (a) stream; (b) have; (c) sea; (d) wear away; (e) of; (f) never  
7. 4 = C; 5 = D; 6 = A; 7 = E; 8 = B  
8. drinking; washing ...  
9. (b) evaporation; condensation; precipitation  
(c) gas and solid

**Task 1**

1. (a) 14; 2010; (b) 1643; 1727
2. (a) gravity; (b) large; far; (c) float; (d) British; (e) three; (f) many
3. (a) true; (b) NIG; (c) false; (d) true; (e) false; (f) true

**Task 2**

1. (a) true; (b) true; (c) false; (d) false; (e) false; (f) NIG
2. (a) Statistics; (b) interesting; (c) online; (d) Beltisesebh
3. (a) ii; (b) iii; (c) i; (d) iii
4. (a) primary; (b) attention; (c) helpful

**Reading Comprehension 1**

1. music; library; recess; gym; art; about
2. (a) laundry; (b) Pot Roast; (c) Thursday; (d) Thursday; (e) Monday; (f) Park

**Reading Comprehension 2**

1. (a) eating grass; (b) smaller; (c) larger; (d) agreed; (e) was not
2. (a) i; (b) ii; (c) i; (d) ii
3. (a) you'll be done for; (b) we will win hands down; (c) win the argument
4. (a) F; (b) T; (c) N; (d) N; (e) T; (f) T; (g) T
5. back; sticking; side; mosquitoes; wings; part; bully
6. (a) No, because the horse killed all the mosquitoes.  
(b) to tell the bugs and gnats of the victory
7. The first mosquito: a, d; The horse: b, c; The little soldier: e, h, i;  
All the mosquitoes: f, g



**Task 1**

1. (a) college; (b) Design; (c) end-of-year; (d) two
2. (a) English; (b) Estonia; (c) webbed; (d) love
3. (a) paid; (b) during; (c) debate; (d) enjoyed
4. (a) some; (b) highest; (c) North; (d) 12<sup>0</sup>C

**Task 2**

1. (a) false; (b) true; (c) true; (d) true; (e) false; (f) true
2. (a) animal; (b) roll; (c) money; (d) forest
3. (a) ii; (b) i; (c) i; (d) ii
4. (a) caught; how; whether; (b) 10; 5; 6

**Reading Comprehension 1**

1. *The Sound of Music*
2. sound; world
3. Julie; Plummer
4. seven
5. music; Oscar
6. bag; guitar
7. Wise
8. mountains

**Reading Comprehension 2**

1. (a) T; (b) T; (c) N; (d) T; (e) T; (f) F
2. (a) banned; (b) praise; (c) stop; (d) slaves; gods
4. D; A; F; C; G; E; B
5. The Judges were all men; Women did not take part in the Games; The tracks were laid along the River Ruphia
6. A: At first there was only one race in the Games.  
B: The pentathlon and wrestling were later additions.  
C: Chariot racing and boxing became part of the Games in 688 BC.  
D: Pierre de Coubertin reorganised the Games in the 20<sup>th</sup> century.
7. (a) tripods which were like trophies  
(b) they were cut from Hera's sacred grove with a gold sickle by a boy whose parents were both living  
(c) they get gold, silver and bronze medals
8. (a) i; (b) ii; (c) i
9. (a) already; (b) very regularly; (c) their; (d) take an oath; (e) gym; (f) out; (g) far-away; (h) five; (i) in different countries all over the world