

MATRICULATION AND SECONDARY EDUCATION CERTIFICATE EXAMINATIONS BOARD  
UNIVERSITY OF MALTA, MSIDA

**SECONDARY EDUCATION CERTIFICATE LEVEL**

**MAY 2014 SESSION**

---

SUBJECT: **English Language**  
PAPER NUMBER: I – Part 1 (c) Conversation – Role Play

---

**CONVERSATION – ROLE PLAY 1A**

**CANDIDATE'S PAPER**

**(10 marks)**

**Read the situation and continue the dialogue by following all the five prompts in the order given to you.**

**SITUATION:**

You meet your friend Andrea after the weekend and you have a discussion on pandas kept in a zoo.

In this situation, the Examiner will play the role of your friend Andrea and you will share your views.

Examiner:

**Candidate:** (1) Greet your friend Andrea. Describe how you spent your weekend. Ask about Andrea's weekend.

Examiner:

**Candidate:** (2) Disagree strongly and give a reason why you are completely against pandas kept in a zoo.

Examiner:

**Candidate:** (3) Invite Andrea to accompany you tomorrow to a documentary film about animals in zoos.

Examiner:

**Candidate:** (4) Persuade Andrea to attend this film and give a reason.

Examiner:

**Candidate:** (5) Reply accordingly.

**PLEASE HAND BACK THE SHEET**

**SECONDARY EDUCATION CERTIFICATE LEVEL**

**MAY 2014 SESSION**

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**SUBJECT:** English Language

**PAPER NUMBER:** I – Part 1 (b) Conversation – Visual Prompt

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**(10 marks)**

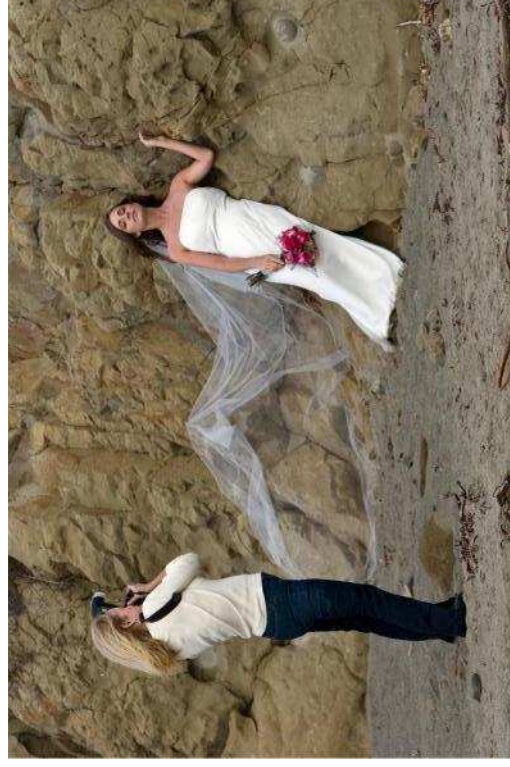
**CANDIDATE’S PAPER**

**SESSION 1A**

Look at these two pictures to talk about **daily life**.



(1)



(2)

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**MAY 2014 SESSION**

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SUBJECT: **English Language**  
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**CONVERSATION – ROLE PLAY 1B**

**CANDIDATE'S PAPER**

**(10 marks)**

**Read the situation and continue the dialogue by following all the five prompts in the order given to you.**

**SITUATION:**

You meet your friend Niki after a day at the beach and you have a discussion on elephants performing in a circus.

In this situation, the Examiner will play the role of your friend Niki and you will share your views.

Examiner:

**Candidate:** (1) Greet your friend Niki. Describe how you spent your day at the beach. Ask about Niki's afternoon.

Examiner:

**Candidate:** (2) Disagree strongly and give a reason why you are completely against elephants performing in a circus.

Examiner:

**Candidate:** (3) Invite Niki to watch a documentary with you on Saturday about elephants.

Examiner:

**Candidate:** (4) Persuade Niki to watch this film and give a reason.

Examiner:

**Candidate:** (5) Reply accordingly.

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**SUBJECT: English Language**

**PAPER NUMBER: I – Part 1 (b) Conversation – Visual Prompt**

**(10 marks)**

**CANDIDATE’S PAPER**

**SESSION 1B**

Look at these two pictures to talk about **daily life**.



(1)



(2)

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SUBJECT: **English Language**  
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**CONVERSATION – ROLE PLAY 2A**

**CANDIDATE’S PAPER**

**(10 marks)**

**Read the situation and continue the dialogue by following all the five prompts in the order given to you.**

**SITUATION:**

You meet your friend Alex after you spend a day working by a hotel pool and you have a discussion on wrestling.

In this situation, the Examiner will play the role of your friend Alex and you will share your views.

Examiner:

**Candidate:** (1) Greet your friend Alex. Describe how you spent your day. Ask about Alex’s day yesterday.

Examiner:

**Candidate:** (2) Disagree strongly that wrestling is exciting and give a reason.

Examiner:

**Candidate:** (3) Invite Alex to join you on Sunday morning at a talk by an athlete on the dangers of wrestling.

Examiner:

**Candidate:** (4) Persuade Alex to attend this talk and give a reason.

Examiner:

**Candidate:** (5) Reply accordingly.

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**SECONDARY EDUCATION CERTIFICATE LEVEL**

**MAY 2014 SESSION**

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**SUBJECT:** English Language

**PAPER NUMBER:** I – Part 1 (b) Conversation – Visual Prompt

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**(10 marks)**

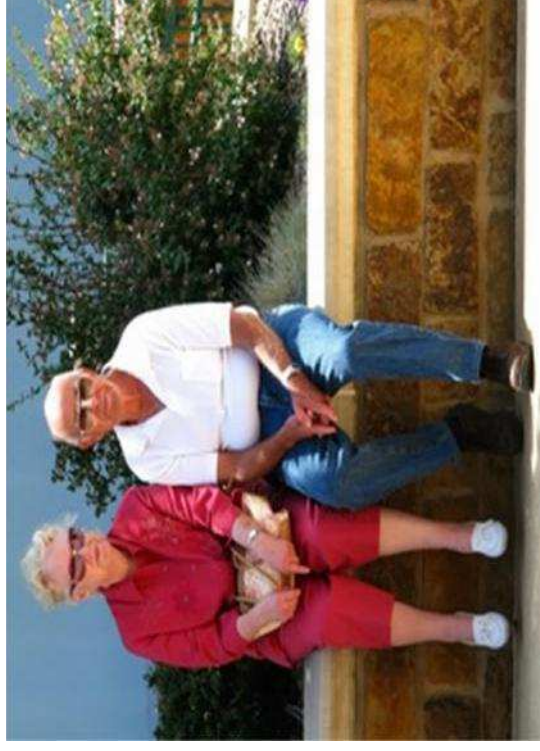
**CANDIDATE'S PAPER**

**SESSION 2A**

Look at these two pictures to talk about **daily life**.



(1)



(2)

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**MAY 2014 SESSION**

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SUBJECT: **English Language**  
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**CONVERSATION – ROLE PLAY 2B**

**CANDIDATE’S PAPER**

**(10 marks)**

**Read the situation and continue the dialogue by following all the five prompts in the order given to you.**

**SITUATION:**

You meet your cousin Sasha a day after your friends’ sleepover at your house and you have a discussion on cliff diving.

In this situation, the Examiner will play the role of your cousin Sasha and you will share your views.

Examiner:

**Candidate:** (1) Greet your cousin Sasha. Describe your friends’ sleepover at your house yesterday. Ask about Sasha’s day so far.

Examiner:

**Candidate:** (2) Disagree strongly that cliff diving is exciting and give a reason.

Examiner:

**Candidate:** (3) Invite Sasha to join you tomorrow at a talk on the dangers of cliff diving.

Examiner:

**Candidate:** (4) Persuade Sasha to attend this talk and give a reason.

Examiner:

**Candidate:** (5) Reply accordingly.

**PLEASE HAND BACK THE SHEET**

**SECONDARY EDUCATION CERTIFICATE LEVEL**

**MAY 2014 SESSION**

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**SUBJECT:** English Language

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**(10 marks)**

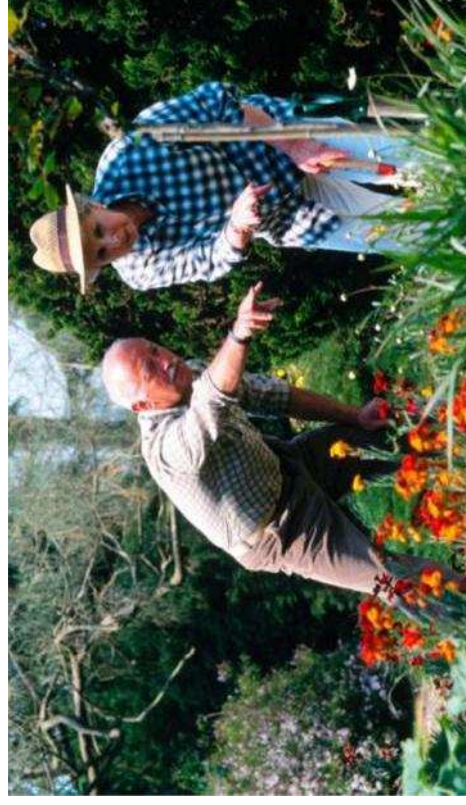
**CANDIDATE’S PAPER**

**SESSION 2B**

Look at these two pictures to talk about **daily life**.



(1)



(2)



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SUBJECT: **English Language**  
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**CONVERSATION – ROLE PLAY 3A**

**CANDIDATE'S PAPER**

**(10 marks)**

**Read the situation and continue the dialogue by following all the five prompts in the order given to you.**

**SITUATION:**

You meet your cousin Kim a day after a party and you have a discussion on buying an expensive bag made from crocodile skin.

In this situation, the Examiner will play the role of your cousin Kim and you will share your views.

Examiner:

**Candidate:** (1) Greet your cousin Kim. Describe the party you attended yesterday. Ask about Kim's day so far.

Examiner:

**Candidate:** (2) Disagree strongly and give one reason why people should not buy bags made from crocodile skin.

Examiner:

**Candidate:** (3) Invite Kim to accompany you tonight to a talk on protecting endangered animals.

Examiner:

**Candidate:** (4) Persuade Kim to attend the talk and give a reason.

Examiner:

**Candidate:** (5) Reply accordingly.

**PLEASE HAND BACK THE SHEET**

**SECONDARY EDUCATION CERTIFICATE LEVEL**

**MAY 2014 SESSION**

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**SUBJECT:** English Language

**PAPER NUMBER:** I – Part 1 (b) Conversation – Visual Prompt

---

**(10 marks)**

**CANDIDATE’S PAPER**

**SESSION 3A**

Look at these two pictures to talk about **daily life**.



(1)



(2)

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SUBJECT: **English Language**  
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---

**CONVERSATION – ROLE PLAY 3B**

**CANDIDATE'S PAPER**

**(10 marks)**

**Read the situation and continue the dialogue by following all the five prompts in the order given to you.**

**SITUATION:**

You meet your cousin Pat after you have lunch in a restaurant and you have a discussion on buying an expensive coat made from real fur.

In this situation, the Examiner will play the role of your cousin Pat and you will share your views.

Examiner:

**Candidate:** (1) Greet your cousin Pat. Describe the meal you have just had. Ask about Pat's day so far.

Examiner:

**Candidate:** (2) Disagree strongly and give a reason why people should not buy coats made from real fur.

Examiner:

**Candidate:** (3) Invite Pat to watch a documentary about animal cruelty with you tonight.

Examiner:

**Candidate:** (4) Persuade Pat to come and watch this documentary and give a reason.

Examiner:

**Candidate:** (5) Reply accordingly.

**PLEASE HAND BACK THE SHEET**

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SUBJECT: **English Language**

PAPER NUMBER: I – Part 1 (b) Conversation – Visual Prompt

(10 marks)

CANDIDATE'S PAPER

SESSION **3B**

Look at these two pictures to talk about **daily life**.



(1)



(2)

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SUBJECT: **English Language**  
PAPER NUMBER: I – Part 1 (c) Conversation – Role Play

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**CONVERSATION – ROLE PLAY 4A**

**CANDIDATE’S PAPER**

**(10 marks)**

**Read the situation and continue the dialogue by following all the five prompts in the order given to you.**

**SITUATION:**

You meet your cousin Jamie on your way back after an afternoon spent scuba diving, and you have a discussion on scuba diving.

In this situation, the Examiner will play the role of your cousin Jamie and you will share your views.

Examiner:

**Candidate:** (1) Greet your cousin Jamie. Ask about Jamie’s day so far. Describe your afternoon spent scuba diving.

Examiner:

**Candidate:** (2) Disagree strongly that scuba diving is dangerous and give a reason why you enjoy this sport.

Examiner:

**Candidate:** (3) Turn down the offer and give a reason.

Examiner:

**Candidate:** (4) Persuade Jamie to go with you to watch a scuba diving training session next week and give a reason.

Examiner:

**Candidate:** (5) Reply accordingly.

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**SUBJECT:** English Language

**PAPER NUMBER:** I – Part 1 (b) Conversation – Visual Prompt

---

**(10 marks)**

**CANDIDATE’S PAPER**

**SESSION 4A**

Look at these two pictures to talk about **daily life**.



(1)



(2)

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SUBJECT: **English Language**  
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**CONVERSATION – ROLE PLAY 4B**

**CANDIDATE’S PAPER**

**(10 marks)**

**Read the situation and continue the dialogue by following all the five prompts in the order given to you.**

**SITUATION:**

You meet your friend Jo on your way back home after an afternoon at the gym practising kickboxing, and you have a discussion on kickboxing.

In this situation, the Examiner will play the role of your friend Jo and you will share your views.

Examiner:

**Candidate:** (1) Greet your friend Jo. Ask about Jo’s day so far. Describe your afternoon spent kickboxing.

Examiner:

**Candidate:** (2) Disagree strongly that kickboxing is dangerous and give a reason why you enjoy practising this sport.

Examiner:

**Candidate:** (3) Turn down the offer and give a reason.

Examiner:

**Candidate:** (4) Persuade Jo to come and watch you practise this sport next week and give a reason.

Examiner:

**Candidate:** (5) Reply accordingly.

**PLEASE HAND BACK THE SHEET**

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**SUBJECT:** English Language

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**(10 marks)**

**CANDIDATE’S PAPER**

Look at these two pictures to talk about **daily life**.

**SESSION 4B**



(1)



(2)



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SUBJECT: **English Language**  
PAPER NUMBER: I – Part 1 (c) Conversation – Role Play

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**CONVERSATION – ROLE PLAY 5A**

**CANDIDATE'S PAPER**

**(10 marks)**

**Read the situation and continue the dialogue by following all the five prompts in the order given to you.**

**SITUATION:**

You meet your friend Sam after the mid-term holidays and you discuss the new supermarket that has just been built in the centre of your village.

In this situation, the Examiner will play the role of your friend Sam and you will share your views.

Examiner:

**Candidate:** (1) Greet your friend Sam. Describe how you spent your mid-term break. Ask about Sam's day so far.

Examiner:

**Candidate:** (2) Reply in the negative and give a reason why you are against the idea of a supermarket being built right in the centre of the village.

Examiner:

**Candidate:** (3) Invite Sam to attend a talk tomorrow on preserving the traditional Maltese village.

Examiner:

**Candidate:** (4) Persuade Sam to attend this talk and give a reason.

Examiner:

**Candidate:** (5) Reply accordingly.

**PLEASE HAND BACK THE SHEET**

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**MAY 2014 SESSION**

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**SUBJECT:** English Language

**PAPER NUMBER:** I – Part 1 (b) Conversation – Visual Prompt

---

**(10 marks)**

**CANDIDATE’S PAPER**

**SESSION 5A**

Look at these two pictures to talk about **daily life**.



(1)



(2)

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**MAY 2014 SESSION**

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SUBJECT: **English Language**  
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**CONVERSATION – ROLE PLAY 5B**

**CANDIDATE’S PAPER**

**(10 marks)**

**Read the situation and continue the dialogue by following all the five prompts in the order given to you.**

**SITUATION:**

You meet your friend Andy after your sports training session and you have a discussion on the new sports outlet which replaced a public garden.

In this situation, the Examiner will play the role of your friend Andy and you will share your views.

Examiner:

**Candidate:** (1) Greet your friend Andy. Describe your training session. Ask about Andy’s drama class.

Examiner:

**Candidate:** (2) Reply in the negative and give a reason why you disagree that a sports outlet should have replaced a public garden.

Examiner:

**Candidate:** (3) Invite Andy to join you this evening at a talk on the beauty of natural surroundings.

Examiner:

**Candidate:** (4) Persuade Andy to attend this talk and give a reason.

Examiner:

**Candidate:** (5) Reply accordingly.

**PLEASE HAND BACK THE SHEET**

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**MAY 2014 SESSION**

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---

**(10 marks)**

**CANDIDATE’S PAPER**

**SESSION 5B**

Look at these two pictures to talk about **daily life**.



(1)



(2)

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SUBJECT: **English Language**  
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**CONVERSATION – ROLE PLAY 6A**

**CANDIDATE’S PAPER**

**(10 marks)**

**Read the situation and continue the dialogue by following all the five prompts in the order given to you.**

**SITUATION:**

You meet your friend Jade after the weekend and you have a discussion on dolphins performing in a marine park.

In this situation, the Examiner will play the role of your friend Jade and you will share your views.

Examiner:

**Candidate:** (1) Greet your friend Jade. Describe how you spent your weekend. Ask about Jade’s weekend.

Examiner:

**Candidate:** (2) Disagree strongly and give a reason why you are completely against dolphins performing in a marine park.

Examiner:

**Candidate:** (3) Invite Jade to go with you on Sunday to watch a documentary film on dolphins.

Examiner:

**Candidate:** (4) Persuade Jade to attend this film and give a reason.

Examiner:

**Candidate:** (5) Reply accordingly.

**PLEASE HAND BACK THE SHEET**

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**SUBJECT:** English Language

**PAPER NUMBER:** I – Part 1 (b) Conversation – Visual Prompt

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**(10 marks)**

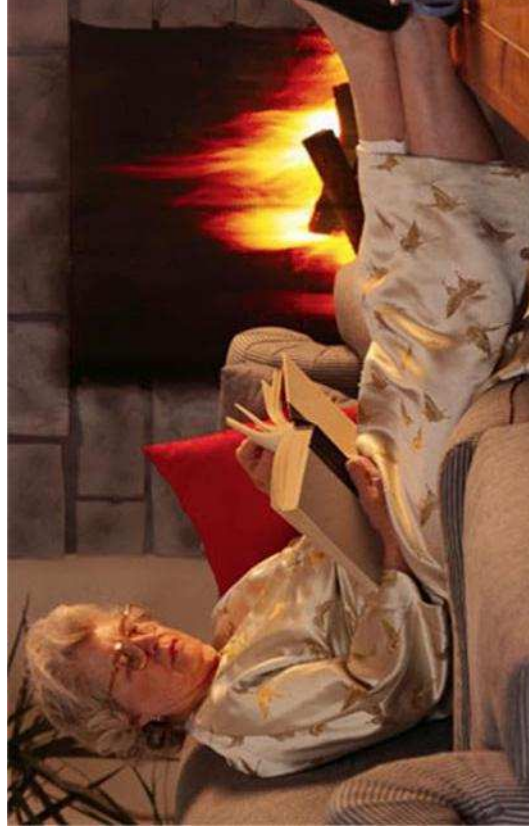
**CANDIDATE’S PAPER**

**SESSION 6A**

Look at these two pictures to talk about **daily life**.



(1)



(2)

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**MAY 2014 SESSION**

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SUBJECT: **English Language**  
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**CONVERSATION – ROLE PLAY 6B**

**CANDIDATE'S PAPER**

**(10 marks)**

**Read the situation and continue the dialogue by following all the five prompts in the order given to you.**

**SITUATION:**

You meet your cousin Hilary a day after your friends' sleepover at your house and you have a discussion on skydiving.

In this situation, the Examiner will play the role of your cousin Hilary and you will share your views.

Examiner:

**Candidate:** (1) Greet your cousin Hilary. Describe your friends' sleepover at your house yesterday. Ask about Hilary's day so far.

Examiner:

**Candidate:** (2) Disagree strongly that skydiving is exciting and give a reason.

Examiner:

**Candidate:** (3) Invite Hilary to join you on Sunday at a talk on the dangers of skydiving.

Examiner:

**Candidate:** (4) Persuade Hilary to attend this talk and give a reason.

Examiner:

**Candidate:** (5) Reply accordingly.

**PLEASE HAND BACK THE SHEET**

**SECONDARY EDUCATION CERTIFICATE LEVEL**

**MAY 2014 SESSION**

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**SUBJECT:** English Language

**PAPER NUMBER:** I – Part 1 (b) Conversation – Visual Prompt

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**(10 marks)**

**CANDIDATE'S PAPER**

**SESSION 6B**

Look at these two pictures to talk about **daily life**.



(1)



(2)



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**EXAMINER'S PAPER**

**(10 marks)**

**INSTRUCTIONS TO EXAMINERS**

- Ask all candidates the questions in Set 1. Do not ask any other questions that do not appear in the paper.
- Ask all candidates a minimum of three questions of your choice from Set 2.
- Each time, choose a different combination of three questions from the list so that, by the end of the examination, all the questions in this set will have been used.
- If the candidate's responses are brief, ask further questions from Set 2 to ensure that the candidate is engaged in conversation long enough (approximately 5 minutes) to enable you to make a more accurate and fair assessment of their speaking skills.
- When the candidate is ready, collect their paper.

Follow the procedure indicated in italics below. Do not rephrase questions or improvise.

Use the prompts in the brackets **ONLY** when the candidate stops short of giving a full response to the main questions.

Refer closely to the marking guidelines relating to the candidate's handling of English to enable you to arrive at a fair assessment of their ability to use spoken English.

**PROCEDURE**

**SESSION 1**  
**DAILY LIFE**

*Greet the candidate and hand out the candidate's paper.*

*Tell the candidate: Take a look at these pictures about daily life. Proceed to ask questions in Set 1.*

**Set 1 (SESSION 1A)**

1. Describe the two pictures.
2. In what ways are the two pictures different?
3. Do you like taking photos? (Why? Talk about the photos you take. / Why not?)

**Set 1 (SESSION 1B)**

1. Describe the two pictures.
2. In what ways are the two pictures different?
3. Why do people like to take photos with their mobile phone? Talk about your favourite photo.

*Tell the candidate: Now let's move away from the pictures and talk about your daily life.*

*Ask questions from Set 2.*

**Set 2**

1. Do you have any friends from your childhood? (How did you meet? / Why don't you have any childhood friends?)
2. Do you like to study/work at home? (Why? / Why not?)
3. Why is it good to have neighbours?
4. What are some problems of having a pet?
5. Do social media like Facebook and Twitter have a future? (Why do you think so?)

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**CONVERSATION – ROLE PLAY 1A**

**EXAMINER'S PAPER**

**(10 marks)**

**INSTRUCTIONS TO EXAMINERS**

- Use a normal speaking voice when interacting with candidates and try to make your exchanges sound as natural as possible.
- You may repeat the question to the candidate but do not improvise.
- Refer closely to the marking guidelines relating to the candidates' handling of English to arrive at a fair assessment of their ability to use spoken English.

**Explain to the Candidate:**

You meet your friend Andrea after the weekend and you have a discussion on pandas kept in a zoo.

In this situation, I will play the role of your friend Andrea and you will share your views.

**Examiner:** Hi (name of Candidate). How was your weekend?

Candidate: (1) Greet your friend Andrea. Describe how you spent your weekend. Ask about Andrea's weekend.

**Examiner:** It was Ben's birthday, so we went to the zoo. We saw a baby panda in a cage. It was such fun!

Candidate: (2) Disagree strongly and give a reason why you are completely against pandas kept in a zoo.

**Examiner:** I didn't know you felt so strongly about this.

Candidate: (3) Invite Andrea to accompany you tomorrow to a documentary film about animals in zoos.

**Examiner:** I'll think about it. I'm busy tomorrow.

Candidate: (4) Persuade Andrea to attend this film and give a reason.

**Examiner:** OK! You have convinced me.

Candidate: (5) Reply accordingly.

**PLEASE ENSURE THAT YOU COLLECT THE CANDIDATE'S PAPER**

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**CONVERSATION – ROLE PLAY 1B**

**EXAMINER'S PAPER**

**(10 marks)**

**INSTRUCTIONS TO EXAMINERS**

- Use a normal speaking voice when interacting with candidates and try to make your exchanges sound as natural as possible.
- You may repeat the question to the candidate but do not improvise.
- Refer closely to the marking guidelines relating to the candidates' handling of English to arrive at a fair assessment of their ability to use spoken English.

**Explain to the Candidate:**

You meet your friend Niki after a day at the beach and you have a discussion on elephants performing in a circus.

In this situation, I will play the role of your friend Niki and you will share your views.

**Examiner:** Hi (name of Candidate). How was your day?

**Candidate:** (1) Greet your friend Niki. Describe how you spent your day at the beach. Ask about Niki's afternoon.

**Examiner:** It was Jordan's birthday so we went to the circus. We saw the elephants performing. It was great fun!

**Candidate:** (2) Disagree strongly and give a reason why you are completely against elephants performing in a circus.

**Examiner:** I didn't know you felt so strongly about this.

**Candidate:** (3) Invite Niki to watch a documentary with you on Saturday about elephants.

**Examiner:** I'll think about it. I'm busy on Saturday.

**Candidate:** (4) Persuade Niki to watch this film and give a reason.

**Examiner:** OK! You have convinced me.

**Candidate:** (5) Reply accordingly.

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SUBJECT: **English Language**  
PAPER NUMBER: **I – Part 1 (b) Conversation – Visual Prompt**

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**EXAMINER'S PAPER**

**(10 marks)**

**INSTRUCTIONS TO EXAMINERS**

- **Ask all candidates the questions in Set 1. Do not ask any other questions that do not appear in the paper.**
- **Ask all candidates a minimum of three questions of your choice from Set 2.**
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- **If the candidate's responses are brief, ask further questions from Set 2 to ensure that the candidate is engaged in conversation long enough (approximately 5 minutes) to enable you to make a more accurate and fair assessment of their speaking skills.**
- **When the candidate is ready, collect their paper.**

**Follow the procedure indicated in italics below. Do not rephrase questions or improvise.**

**Use the prompts in the brackets ONLY when the candidate stops short of giving a full response to the main questions.**

**Refer closely to the marking guidelines relating to the candidate's handling of English to enable you to arrive at a fair assessment of their ability to use spoken English.**

**PROCEDURE**

**SESSION 2  
DAILY LIFE**

***Greet the candidate and hand out the candidate's paper.***

***Tell the candidate: Take a look at these pictures about daily life. Proceed to ask questions in Set 1.***

**Set 1 (SESSION 2A)**

1. Describe the two pictures.
2. In what ways are the two pictures different?
3. Do you like staying outdoors? What do you like to do? / Why not?

**Set 1 (SESSION 2B)**

1. Describe the two pictures.
2. In what ways are the two pictures different?
3. Do you like spending your free time outdoors? Talk about how you spend your free time outdoors. / Why don't you like to spend your free time outdoors?

***Tell the candidate: Now let's move away from the pictures and talk about your daily life.***

***Ask questions from Set 2.***

**Set 2**

1. What are some things you like about your friends?
2. What do you like best about your home?
3. Do you like your neighbours? (Why? / Why not?)
4. Why do people have pets?
5. What are some drawbacks of using social media such as Facebook and Twitter?

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**CONVERSATION – ROLE PLAY 2A**

**EXAMINER'S PAPER**

**(10 marks)**

**INSTRUCTIONS TO EXAMINERS**

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- You may repeat the question to the candidate but do not improvise.
- Refer closely to the marking guidelines relating to the candidates' handling of English to arrive at a fair assessment of their ability to use spoken English.

**Explain to the Candidate:**

You meet your friend Alex after you spend a day working by a hotel pool and you have a discussion on wrestling.

In this situation, I will play the role of your friend Alex and you will share your views.

**Examiner:** **Hi (name of Candidate). How was your day today?**

**Candidate:** (1) Greet your friend Alex. Describe how you spent your day. Ask about Alex's day yesterday.

**Examiner:** **I wasn't feeling well so I stayed in. I watched wrestling on TV. It's so exciting!**

**Candidate:** (2) Disagree strongly that wrestling is exciting and give a reason.

**Examiner:** **I didn't know you felt so strongly about this.**

**Candidate:** (3) Invite Alex to join you on Sunday morning at a talk by an athlete on the dangers of wrestling.

**Examiner:** **I'll think about it. I am busy this Sunday.**

**Candidate:** (4) Persuade Alex to attend this talk and give a reason.

**Examiner:** **OK! You have convinced me.**

**Candidate:** (5) Reply accordingly.

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SUBJECT: **English Language**  
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**CONVERSATION – ROLE PLAY 2B**

**EXAMINER'S PAPER**

**(10 marks)**

**INSTRUCTIONS TO EXAMINERS**

- Use a normal speaking voice when interacting with candidates and try to make your exchanges sound as natural as possible.
- You may repeat the question to the candidate but do not improvise.
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**Explain to the Candidate:**

You meet your cousin Sasha a day after your friends' sleepover at your house and you have a discussion on cliff diving.

In this situation, I will play the role of your cousin Sasha and you will share your views.

**Examiner:** **Hi (name of Candidate). How was your friends' sleepover yesterday?**

**Candidate:** (1) Greet your cousin Sasha. Describe your friends' sleepover at your house yesterday. Ask about Sasha's day so far.

**Examiner:** **I've just been to check about practising cliff diving. You should do so too. It's so exciting!**

**Candidate:** (2) Disagree strongly that cliff diving is exciting and give a reason.

**Examiner:** **I didn't know you felt so strongly about this.**

**Candidate:** (3) Invite Sasha to join you tomorrow at a talk on the dangers of cliff diving.

**Examiner:** **I'll think about it. I'm not sure.**

**Candidate:** (4) Persuade Sasha to attend this talk and give a reason.

**Examiner:** **OK! You have convinced me.**

**Candidate:** (5) Reply accordingly.

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**EXAMINER'S PAPER**

**(10 marks)**

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**PROCEDURE**

**SESSION 3  
DAILY LIFE**

*Greet the candidate and hand out the candidate's paper.*

*Tell the candidate: Take a look at these pictures about daily life. Proceed to ask questions in Set 1.*

**Set 1 (SESSION 3A)**

1. Describe the two pictures.
2. In what ways are the two pictures different?
3. Do you like listening to music? Talk about the music you enjoy. / Why don't you like music?

**Set 1 (SESSION 3B)**

1. Describe the two pictures.
2. In what ways are the two pictures different?
3. Do you like concerts? Talk about a concert you enjoyed. / Why don't you like concerts?

*Tell the candidate: Now let's move away from the pictures and talk about your daily life.*

*Ask questions from Set 2.*

**Set 2**

1. Who is your best friend? (What do you like most about him/her?)
2. Describe the house of your dreams.
3. What do neighbours argue about most?
4. Would you like to work in a pet shop? (Why? / Why not?)
5. Why are social media such as Facebook and Twitter so popular with people your age?

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**CONVERSATION – ROLE PLAY 3A**

**EXAMINER’S PAPER**

**(10 marks)**

**INSTRUCTIONS TO EXAMINERS**

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- You may repeat the question to the candidate but do not improvise.
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**Explain to the Candidate:**

You meet your cousin Kim a day after a party and you have a discussion on buying an expensive bag made from crocodile skin.

In this situation, I will play the role of your cousin Kim and you will share your views.

**Examiner:** Hi (name of Candidate). How was the party yesterday?

**Candidate:** (1) Greet your cousin Kim. Describe the party you attended yesterday. Ask about Kim’s day so far.

**Examiner:** I’ve been shopping and bought this expensive bag made from crocodile skin. It’s such a luxury.

**Candidate:** (2) Disagree strongly and give one reason why people should not buy bags made from crocodile skin.

**Examiner:** I didn’t know you felt so strongly about this.

**Candidate:** (3) Invite Kim to accompany you tonight to a talk on protecting endangered animals.

**Examiner:** I’ll think about it. I’m busy tonight.

**Candidate:** (4) Persuade Kim to attend the talk and give a reason.

**Examiner:** OK! You have convinced me.

**Candidate:** (5) Reply accordingly.

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**CONVERSATION – ROLE PLAY 3B**

**EXAMINER'S PAPER**

**(10 marks)**

**INSTRUCTIONS TO EXAMINERS**

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**Explain to the Candidate:**

You meet your cousin Pat after you have lunch in a restaurant and you have a discussion on buying an expensive coat made from real fur.

In this situation, I will play the role of your cousin Pat and you will share your views.

**Examiner:** Hi (name of Candidate). How was the meal?

**Candidate:** (1) Greet your cousin Pat. Describe the meal you have just had. Ask about Pat's day so far.

**Examiner:** I've been shopping and bought this expensive coat made from real fur. It's great to own one.

**Candidate:** (2) Disagree strongly and give a reason why people should not buy coats made from real fur.

**Examiner:** I didn't know you felt so strongly about this.

**Candidate:** (3) Invite Pat to watch a documentary about animal cruelty with you tonight.

**Examiner:** I'll think about it. I'm busy tonight.

**Candidate:** (4) Persuade Pat to come and watch this documentary and give a reason.

**Examiner:** OK! You have convinced me.

**Candidate:** (5) Reply accordingly.

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PAPER NUMBER: **I – Part 1 (b) Conversation – Visual Prompt**

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**EXAMINER'S PAPER**

**(10 marks)**

**INSTRUCTIONS TO EXAMINERS**

- **Ask all candidates the questions in Set 1. Do not ask any other questions that do not appear in the paper.**
- **Ask all candidates a minimum of three questions of your choice from Set 2.**
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**PROCEDURE**

**SESSION 4  
DAILY LIFE**

***Greet the candidate and hand out the candidate's paper.***

***Tell the candidate: Take a look at these pictures about daily life. Proceed to ask questions in Set 1.***

**Set 1 (SESSION 4A)**

1. Describe the two pictures.
2. In what ways are the two pictures different?
3. Do you like receiving gifts? (Why? / Why not?)

**Set 1 (SESSION 4B)**

1. Describe the two pictures.
2. In what ways are the two pictures different?
3. Do you like buying gifts? (Why do you enjoy buying gifts? / Why don't you?)

***Tell the candidate: Now let's move away from the pictures and talk about your daily life.***

***Ask questions from Set 2.***

**Set 2**

1. How do you keep in touch with your friends?
2. Do you like helping at home? (Why? / Why not?)
3. Do you have good neighbours? (Why do you say that? / Why not?)
4. Do pets make good presents? (Why? / Why not?)
5. Is communicating on the social media such as Facebook and Twitter a waste of time? (Why do you think so?)

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**CONVERSATION – ROLE PLAY 4A**

**EXAMINER'S PAPER**

**(10 marks)**

**INSTRUCTIONS TO EXAMINERS**

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**Explain to the Candidate:**

You meet your cousin Jamie on your way back after an afternoon spent scuba diving, and you have a discussion on scuba diving.

In this situation, I will play the role of your cousin Jamie and you will share your views.

**Examiner:** Hi (name of Candidate). How was your afternoon?

**Candidate:** (1) Greet your cousin Jamie. Ask about Jamie's day so far. Describe your afternoon spent scuba diving.

**Examiner:** I don't quite approve of scuba diving. It's too dangerous!

**Candidate:** (2) Disagree strongly that scuba diving is dangerous and give a reason why you enjoy this sport.

**Examiner:** I think you should join me tomorrow at a talk on the dangers of scuba diving.

**Candidate:** (3) Turn down the offer and give a reason.

**Examiner:** What a pity!

**Candidate:** (4) Persuade Jamie to go with you to watch a scuba diving training session next week and give a reason.

**Examiner:** OK! I'll come.

**Candidate:** (5) Reply accordingly.

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**CONVERSATION – ROLE PLAY 4B**

**EXAMINER'S PAPER**

**(10 marks)**

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- Use a normal speaking voice when interacting with candidates and try to make your exchanges sound as natural as possible.
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**Explain to the Candidate:**

You meet your friend Jo on your way back home after an afternoon at the gym practising kickboxing, and you have a discussion on kickboxing.

In this situation, I will play the role of your friend Jo and you will share your views.

**Examiner:** Hi (name of Candidate). How was your afternoon?

**Candidate:** (1) Greet your friend Jo. Ask about Jo's day so far. Describe your afternoon spent kickboxing.

**Examiner:** I feel that this sport is too dangerous.

**Candidate:** (2) Disagree strongly that kickboxing is dangerous and give a reason why you enjoy practising this sport.

**Examiner:** I think you should join me on Sunday morning at a talk by an athlete on the dangers of kickboxing.

**Candidate:** (3) Turn down the offer and give a reason.

**Examiner:** What a pity!

**Candidate:** (4) Persuade Jo to come and watch you practise this sport next week and give a reason.

**Examiner:** OK! I will come over to see what it's like.

**Candidate:** (5) Reply accordingly.

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**EXAMINER'S PAPER**

**(10 marks)**

**INSTRUCTIONS TO EXAMINERS**

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**PROCEDURE**

**SESSION 5**  
**DAILY LIFE**

*Greet the candidate and hand out the candidate's paper.*

*Tell the candidate: Take a look at these pictures about daily life. Proceed to ask questions in Set 1.*

**Set 1 (SESSION 5A)**

1. Describe the two pictures.
2. In what ways are the two pictures different?
3. Do you like living in your town/village? Talk about what you like about it. / Why don't you like it?

**Set 1 (SESSION 5B)**

1. Describe the two pictures.
2. In what ways are the two pictures different?
3. Do you like being busy? Talk about what keeps you busy. Why don't you like being busy?

*Tell the candidate: Now let's move away from the pictures and talk about your daily life.*

*Ask questions from Set 2.*

**Set 2**

1. Talk about a friend you have known for a long time and about how you met.
2. How would you like your future home to be?
3. What is your neighbourhood like?
4. Why is it good to have a pet?
5. Are social media such as Facebook and Twitter useful tools? (In what way/s?)

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**CONVERSATION – ROLE PLAY 5A**

**EXAMINER’S PAPER**

**(10 marks)**

**INSTRUCTIONS TO EXAMINERS**

- Use a normal speaking voice when interacting with candidates and try to make your exchanges sound as natural as possible.
- You may repeat the question to the candidate but do not improvise.
- Refer closely to the marking guidelines relating to the candidates’ handling of English to arrive at a fair assessment of their ability to use spoken English.

**Explain to the Candidate:**

You meet your friend Sam after the mid-term holidays and you discuss the new supermarket that has just been built in the centre of your village.

In this situation, I will play the role of your friend Sam and you will share your views.

**Examiner:** Hi (name of Candidate). How was your mid-term break?

**Candidate:** (1) Greet your friend Sam. Describe how you spent your mid-term break. Ask about Sam’s day so far.

**Examiner:** I’ve just been to the new supermarket right in the centre of our village. It’s really modern! Have you been?

**Candidate:** (2) Reply in the negative and give a reason why you are against the idea of a supermarket being built right in the centre of the village.

**Examiner:** I didn’t know you felt so strongly about this.

**Candidate:** (3) Invite Sam to attend a talk tomorrow on preserving the traditional Maltese village.

**Examiner:** I’ll think about it. I’m busy tomorrow.

**Candidate:** (4) Persuade Sam to attend this talk and give a reason.

**Examiner:** OK! You have convinced me.

**Candidate:** (5) Reply accordingly.

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**CONVERSATION – ROLE PLAY 5B**

**EXAMINER'S PAPER**

**(10 marks)**

**INSTRUCTIONS TO EXAMINERS**

- Use a normal speaking voice when interacting with candidates and try to make your exchanges sound as natural as possible.
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**Explain to the Candidate:**

You meet your friend Andy after your sports training session and you have a discussion on the new sports outlet which replaced a public garden.

In this situation, I will play the role of your friend Andy and you will share your views.

**Examiner:** **Hi (name of Candidate). How was your training today?**

**Candidate:** (1) Greet your friend Andy. Describe your training session. Ask about Andy's drama class.

**Examiner:** **I didn't go. I went to buy a pair of trainers from the new sports outlet. It's really modern! Have you been?**

**Candidate:** (2) Reply in the negative and give a reason why you disagree that a sports outlet should have replaced a public garden.

**Examiner:** **I didn't know you felt so strongly about this.**

**Candidate:** (3) Invite Andy to join you this evening at a talk on the beauty of natural surroundings.

**Examiner:** **I'll think about it. I am busy this evening.**

**Candidate:** (4) Persuade Andy to attend this talk and give a reason.

**Examiner:** **OK! You have convinced me.**

**Candidate:** (5) Reply accordingly.

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**EXAMINER'S PAPER**

**(10 marks)**

**INSTRUCTIONS TO EXAMINERS**

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**PROCEDURE**

**SESSION 6**  
**DAILY LIFE**

*Greet the candidate and hand out the candidate's paper.*

*Tell the candidate: Take a look at these pictures about daily life. Proceed to ask questions in Set 1.*

**Set 1 (SESSION 6A)**

1. Describe the two pictures.
2. In what ways are the two pictures different?
3. Do you like reading? Talk about what you like to read. / Why don't you like reading?

**Set 1 (SESSION 6B)**

1. Describe the two pictures.
2. In what ways are the two pictures different?
3. Do you like using the Internet? What do you use the Internet for? / Why don't you like it?

*Tell the candidate: Now let's move away from the pictures and talk about your daily life.*

*Ask questions from Set 2.*

**Set 2**

1. Why is it important to have friends?
2. Which is your favourite room at home? (Why?)
3. Are you a good neighbour? (Why do you think so? / Why not?)
4. What animal makes the best pet? (Why do you think so?)
5. What are the best things about using social media such as Facebook and Twitter?



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**CONVERSATION – ROLE PLAY 6A**

**EXAMINER'S PAPER**

**(10 marks)**

**INSTRUCTIONS TO EXAMINERS**

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- You may repeat the question to the candidate but do not improvise.
- Refer closely to the marking guidelines relating to the candidates' handling of English to arrive at a fair assessment of their ability to use spoken English.

**Explain to the Candidate:**

You meet your friend Jade after the weekend and you have a discussion on dolphins performing in a marine park.

In this situation, I will play the role of your friend Jade and you will share your views.

**Examiner:** **Hi (name of Candidate). How was your weekend?**

**Candidate:** (1) Greet your friend Jade. Describe how you spent your weekend. Ask about Jade's weekend.

**Examiner:** **It was Tim's birthday, so we went to the marine park. We saw the dolphins. It was such fun!**

**Candidate:** (2) Disagree strongly and give a reason why you are completely against dolphins performing in a marine park.

**Examiner:** **I didn't know you felt so strongly about this.**

**Candidate:** (3) Invite Jade to go with you on Sunday to watch a documentary film on dolphins.

**Examiner:** **I'll think about it. I'm busy on Sunday.**

**Candidate:** (4) Persuade Jade to attend this film and give a reason.

**Examiner:** **OK! You have convinced me.**

**Candidate:** (5) Reply accordingly.

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SUBJECT: **English Language**  
PAPER NUMBER: I – Part 1 (c) Conversation – Role Play

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**CONVERSATION – ROLE PLAY 6B**

**EXAMINER’S PAPER**

**(10 marks)**

**INSTRUCTIONS TO EXAMINERS**

- Use a normal speaking voice when interacting with candidates and try to make your exchanges sound as natural as possible.
- You may repeat the question to the candidate but do not improvise.
- Refer closely to the marking guidelines relating to the candidates’ handling of English to arrive at a fair assessment of their ability to use spoken English.

**Explain to the Candidate:**

You meet your cousin Hilary a day after your friends’ sleepover at your house and you have a discussion on skydiving.

In this situation, I will play the role of your cousin Hilary and you will share your views.

**Examiner:** **Hi (name of Candidate). How was your friends’ sleepover yesterday?**

**Candidate:** (1) Greet your cousin Hilary. Describe your friends’ sleepover at your house yesterday. Ask about Hilary’s day so far.

**Examiner:** **I’ve just been to check about taking up skydiving. You should do so too. It’s so exciting!**

**Candidate:** (2) Disagree strongly that skydiving is exciting and give a reason.

**Examiner:** **I didn’t know you felt so strongly about this.**

**Candidate:** (3) Invite Hilary to join you on Sunday at a talk on the dangers of skydiving.

**Examiner:** **I’ll think about it. I’m not sure.**

**Candidate:** (4) Persuade Hilary to attend this talk and give a reason.

**Examiner:** **OK! You have convinced me.**

**Candidate:** (5) Reply accordingly.

**PLEASE ENSURE THAT YOU COLLECT THE CANDIDATE’S PAPER**

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UNIVERSITY OF MALTA, MSIDA

**SECONDARY EDUCATION CERTIFICATE LEVEL  
MAY 2014 SESSION**

|               |  |       |
|---------------|--|-------|
| SUBJECT:      | English Language                       | Total |
| PAPER NUMBER: | I – Part 1 (a) Listening Comprehension |       |

**CANDIDATE’S PAPER – TEXT A**

**SESSION 1**

**FAMOUS INVENTIONS**

**1. To what do the following refer? (5 marks)**

- a. 6000 \_\_\_\_\_
- b. 150 \_\_\_\_\_
- c. 1909 \_\_\_\_\_
- d. 1914 \_\_\_\_\_
- e. 1960s \_\_\_\_\_

**2. Are the following statements TRUE or FALSE? Circle True for the correct statements and False for the incorrect ones. Give a reason for each of your answers. (5 marks)**

- a. Before the invention of the toaster people did not eat toasted bread.  
(True / False) because \_\_\_\_\_
- b. The toaster was invented as soon as electricity was introduced.  
(True / False) because \_\_\_\_\_
- c. Marsh’s discovery sparked great interest in the production of a toaster.  
(True / False) because \_\_\_\_\_
- d. Before the invention of the “Toaster” toast was more likely to be burnt.  
(True / False) because \_\_\_\_\_
- e. Heat-resistant plastic and microchip controls made the production of toasters even more expensive.  
(True / False) because \_\_\_\_\_

**3. Put the following items of information in the order in which you heard them. Number them from 1 to 5. (5 marks)**

|  |  |
|--|--|
| The automatic toaster was invented.  |  |
| Albert Marsh discovered that wires made of Nichrome could reach high temperatures without starting a fire. |  |
| The toaster’s slots became wider to allow for thicker bread to be toasted.                                 |  |
| The first successful electric toaster was produced.  |  |
| Springs and a timer were incorporated to produce the automatic pop-up toaster.                             |  |

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**MAY 2014 SESSION**

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| SUBJECT:      | <b>English Language</b>                | Total |
| PAPER NUMBER: | I – Part 1 (a) Listening Comprehension |       |

**CANDIDATE'S PAPER – TEXT B**

**SESSION 1**

**ENGLISH PALACES AND CASTLES**

**1. Fill in the grid with the missing information.**

**(8 marks)**

|    |   |
|----|---|
| a. | the river on which Leeds Castle is built                        |
| b. | the year when the stone structure of Leeds Castle began         |
| c. | the year when Leeds Castle was taken over by English Sovereigns |
| d. | the husband of Eleanor of Castille                              |
| e. | the first wife of Henry VIII                                    |
| f. | the year when yew trees were planted                            |
| g. | when wolves and bears lived in European forests                 |
| h. | the place where Leeds Castle's gift shop is found               |

**2. Underline the correct word or phrase in the brackets.**

**(7 marks)**

- The grotto is (*at the centre, on the side, on the outside*) of The Maze.
- Mythical creatures can be seen in (*the grotto, the castle, a tunnel*).
- Typhoeus was a legendary Greek (*god, giant, king*).
- Typhoeus is depicted as holding up (*Leeds Castle, the tunnel, Mount Etna*).
- The existence of fire is said to have (*originated, ceased, continued*) with Typhoeus's punishment.
- Two (*dogs, wolves, swans*) in the grotto represent Leeds Castle.
- The Dog Collar Museum has (*old, new, contemporary*) dog collars on show.

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**SECONDARY EDUCATION CERTIFICATE LEVEL  
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| SUBJECT:      | English Language                       | Total |
| PAPER NUMBER: | I – Part 1 (a) Listening Comprehension |       |

**CANDIDATE'S PAPER – TEXT A**

**SESSION 2**

**FAMOUS INVENTIONS**

**1. To what do the following refer? (5 marks)**

- a. 1743 \_\_\_\_\_
- b. 1857 \_\_\_\_\_
- c. 1873 \_\_\_\_\_
- d. 14 \_\_\_\_\_
- e. 1.7 million \_\_\_\_\_

**2. Are the following statements TRUE or FALSE? Circle True for the correct statements and False for the incorrect ones. Give a reason for each of your answers. (5 marks)**

- a. The need to travel vertically has always been felt by human beings.  
(True / False) because \_\_\_\_\_
- b. A lifting device operated by ropes and pulleys was developed by the Romans.  
(True / False) because \_\_\_\_\_
- c. Roman gladiators used very sophisticated lifts to ride up to the arena.  
(True / False) because \_\_\_\_\_
- d. The Flying Chair was found inside a chimney.  
(True / False) because \_\_\_\_\_
- e. The Flying Chair was operated by human power.  
(True / False) because \_\_\_\_\_

**3. Put the following items of information in the order in which you heard them. Number them from 1 to 5. (5 marks)**

|   |  |
|---|--|
| “Otis Brothers and Company” is created.               |  |
| Steam and hydraulic lifts are introduced.             |  |
| First electric lift machines are revealed.            |  |
| The world’s first safety lift is invented.            |  |
| The first Otis hydraulic passenger lift is installed. |  |

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**MAY 2014 SESSION**

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| PAPER NUMBER: | I – Part 1 (a) Listening Comprehension |       |

**CANDIDATE'S PAPER – TEXT B**

**SESSION 2**

**ENGLISH PALACES AND CASTLES**

**1. Fill in the grid with the missing information.**

**(8 marks)**

|    |  |
|----|--|
| a. | the number of years Windsor Castle has been in operation                   |
| b. | the period of the year the Queen resides at Windsor for a whole month      |
| c. | where daily services are held  |
| d. | the number of children at the College of St George                         |
| e. | the year when the Prince of Wales and the Duchess of Cornwall were married |
| f. | the Queen who is buried in St George's Chapel                              |
| g. | the number of craftsmen who worked on Queen Mary's Dolls' House            |
| h. | the number of years taken to complete the Dolls' House                     |

**2. Underline the correct word or phrase in the brackets.**

**(7 marks)**

- a. Windsor Castle is the largest (*empty, vacant, residential*) castle in the world.
- b. The Queen (*never, frequently, rarely*) spends the weekend at Windsor Castle.
- c. A military guard of honour welcomes foreign Heads of State in (*the George IV Gateway, the College of St George, the Upper Ward*).
- d. St George's Chapel owes its loyalty to (*a bishop, an archbishop, the sovereign*).
- e. St George's House is a (*trade, health, conference*) centre.
- f. The (*beginning, climax, only stop*) of the tour is Queen Mary's Dolls' House.
- g. The Dolls' House was ordered by the (*King, Queen, King's cousin*).

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**MAY 2014 SESSION**

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| SUBJECT:      | English Language                       | Total |
| PAPER NUMBER: | I – Part 1 (a) Listening Comprehension |       |

**CANDIDATE'S PAPER – TEXT A  
FAMOUS INVENTIONS**

**SESSION 3**

**1. To what do the following refer? (5 marks)**

- a. 1945 \_\_\_\_\_
- b. 1953 \_\_\_\_\_
- c. 1959 \_\_\_\_\_
- d. 351,000 \_\_\_\_\_
- e. One billion \_\_\_\_\_

**2. Are the following statements TRUE or FALSE? Circle True for the correct statements and False for the incorrect ones. Give a reason for each of your answers. (5 marks)**

- a. The Barbie doll was named after Ruth Handler.  
(True / False) because \_\_\_\_\_
- b. The Barbie doll's popularity has decreased over the years.  
(True / False) because \_\_\_\_\_
- c. Feminists welcomed the introduction of the Barbie doll.  
(True / False) because \_\_\_\_\_
- d. Nowadays, the Barbie doll represents only a fashion model.  
(True / False) because \_\_\_\_\_
- e. The Barbie doll has evolved in today's technological world.  
(True / False) because \_\_\_\_\_

**3. Put the following items of information in the order in which you heard them. Number them from 1 to 5. (5 marks)**

|   |  |
|---|--|
| Mrs Handler designed a new doll modelled on a doll named Lilli.             |  |
| Mattel Corporation rejected Mrs Handler's idea.                             |  |
| Ruth Handler's young daughter enjoyed playing with adult female dolls.      |  |
| So, as a result, the Barbie doll was created.                               |  |
| Barbara's mother created a three-dimensional life-like looking female doll. |  |

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**MAY 2014 SESSION**

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**CANDIDATE'S PAPER – TEXT B**  
**ENGLISH PALACES AND CASTLES**

**SESSION 3**

**1. Fill in the grid with the missing information. (8 marks)**

|    |  |
|----|--|
| a. | the oldest part of the Tower of London   |
| b. | where the Knights of the Order of Bath prayed on the eve of the Sovereign's crowning |
| c. | built in the 13 <sup>th</sup> century  |
| d. | originally known as "The Garden Tower"   |
| e. | stabbed to death while praying   |
| f. | housed the Crown Jewels until 1967   |
| g. | why people were executed on Tower Hill   |
| h. | lived in the Queen's House for 18 days as a prisoner                                 |

**2. Underline the correct word or phrase in the brackets. (7 marks)**

- The Tower of London is most widely known as a (*fortress, library, prison*).
- An exhibition of torture instruments can be seen in (*the Middle Tower, the Byward Tower, the White Tower*).
- The Chapel of St John has (*been rebuilt, been refurbished, not been altered*) over the years.
- (*Two, Three, Four*) spiked gates used for defence can still be seen.
- The murder of Prince Edward and his brother Richard was ordered by (*the Duke of York, the Duke of Gloucester, Charles II*).
- The Wars of the Roses were fought in the (*13th, 14th, 15th*) century.
- To be beheaded inside the tower was considered to be (*dishonourable, honourable, humiliating*).



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**CANDIDATE'S PAPER – TEXT A  
FAMOUS INVENTIONS**

**SESSION 4**

- 1. To what do the following refer? (5 marks)**
- a. 1853 \_\_\_\_\_
- b. 20 years \_\_\_\_\_
- c. 1872 \_\_\_\_\_
- d. 1 dollar \_\_\_\_\_
- e. 450 million \_\_\_\_\_
- 2. Are the following statements TRUE or FALSE? Circle True for the correct statements and False for the incorrect ones. Give a reason for each of your answers. (5 marks)**
- a. Rivets have been used in jeans since the 1600s.  
(True / False) because \_\_\_\_\_
- b. Levi Strauss was born in New York.  
(True / False) because \_\_\_\_\_
- c. Besides being a successful businessman, Levi Strauss also gave money to charity.  
(True / False) because \_\_\_\_\_
- d. Jacob Davis himself supervised the production of the first riveted trousers.  
(True / False) because \_\_\_\_\_
- e. Working men were not convinced that the new jeans were long-lasting.  
(True / False) because \_\_\_\_\_
- 3. Put the following items of information in the order in which you heard them. Number them from 1 to 5. (5 marks)**

|  |  |
|--|--|
| One of Jacob's customers kept tearing his trousers.                                      |  |
| New riveted trousers immediately became very popular.                                    |  |
| Jacob introduced rivets at the points of stress in trousers.                             |  |
| Levi Strauss and Jacob Davis obtained the patent on the process of making riveted jeans. |  |
| Jacob Davis bought material from Levi Strauss.   |  |

MATRICULATION AND SECONDARY EDUCATION CERTIFICATE EXAMINATIONS BOARD  
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**CANDIDATE'S PAPER – TEXT B**  
**ENGLISH PALACES AND CASTLES**

**SESSION 4**

**1. Fill in the grid with the missing information. (8 marks)**

|    |   |
|----|---|
| a. | the first stop of the tour of Kensington Palace           |
| b. | the apartments decorated during the reigns of three kings |
| c. | the King whose portrait dominates the King's Gallery      |
| d. | the year of Queen Mary's death                            |
| e. | the year when Victoria became Queen                       |
| f. | the Princess who lived at Kensington Palace               |
| g. | the name of the building in the gardens                   |
| h. | food served in the morning                                |

**2. Underline the correct word or phrase in the brackets. (7 marks)**

- Dresses worn by (*Queen Elizabeth I, Queen Victoria, Queen Mary*) can be seen in many rooms of the Palace.
- The State Apartments are found (*above, below, on*) the floor where the Royal Ceremonial Dress Collection is located.
- The King's Gallery has been (*radically altered, slightly changed, completely rebuilt*) over the years.
- The dial (*under, above, beside*) the fireplace is connected to a wind vane.
- The Queen's Apartments were used by (*Queen Mary, Queen Victoria, Queen Elizabeth I*) until she died.
- Kensington Palace was restored during (*Queen Mary's, Queen Victoria's, Queen Elizabeth's*) reign.
- The restaurant was originally a (*bedchamber, dining room, greenhouse*).

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**MAY 2014 SESSION**

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| PAPER NUMBER: | I – Part 1 (a) Listening Comprehension |       |

**CANDIDATE'S PAPER – TEXT A**

**SESSION 5**

**FAMOUS INVENTIONS**

**1. To what do the following refer? (5 marks)**

- a. 1886 \_\_\_\_\_
- b. 5 cents \_\_\_\_\_
- c. 1888 \_\_\_\_\_
- d. 9 \_\_\_\_\_
- e. 1.3 billion \_\_\_\_\_

**2. Are the following statements TRUE or FALSE? Circle True for the correct statements and False for the incorrect ones. Give a reason for each of your answers. (5 marks)**

- a. Dr Pemberton's new headache remedy was sold in one pharmacy only.  
(True / False) because \_\_\_\_\_
- b. Dr Pemberton himself came up with the name "Coca-Cola".  
(True / False) because \_\_\_\_\_
- c. Dr Pemberton was fully aware that his new drink could become very successful.  
(True / False) because \_\_\_\_\_
- d. Mr Candler advertised Coca-Cola by giving away souvenirs with the Coca-Cola logo.  
(True / False) because \_\_\_\_\_
- e. Coca-Cola is produced world-wide.  
(True / False) because \_\_\_\_\_

**3. Put the following items of information in the order in which you heard them. Number them from 1 to 5. (5 marks)**

|  |  |
|--|--|
| By 1892 sales of Coca-Cola syrup had increased dramatically.               |  |
| The resulting drink was named "Coca-Cola".                                 |  |
| Dr Pemberton produced the new syrup.                                       |  |
| This led to the formation of a corporation called "The Coca-Cola Company". |  |
| Carbonated water was added to the syrup.                                   |  |

MATRICULATION AND SECONDARY EDUCATION CERTIFICATE EXAMINATIONS BOARD  
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**CANDIDATE'S PAPER – TEXT B**

**SESSION 5**

**ENGLISH PALACES AND CASTLES**

**1. Fill in the grid with the missing information. (8 marks)**

|    |   |
|----|---|
| a. | the year of Henry VIII's death                                |
| b. | the year in which the building of Hampton Court was completed |
| c. | the area covered by kitchens                                  |
| d. | the use of the Great House of Easement                        |
| e. | the number of Henry's surviving children                      |
| f. | the year when the Royal Family ceased to visit Hampton Court  |
| g. | the river that passes by Hampton Court's gardens              |
| h. | the number of flowering bulbs in Hampton Court Gardens        |

**2. Underline the correct word or phrase in the brackets. (7 marks)**

- Hampton Court was (*as important as, more important than, less important than*) the other houses belonging to Henry VIII.
- (*All, None, Only five*) of Henry VIII's wives lived at Hampton Court.
- (*Three hundred, Six hundred, One thousand three hundred*) members of Henry's court were entitled to eat at the palace twice daily.
- The Tudor Kitchens were built in (*1530, 1546, 1649*).
- A replica of the crown can be seen on the ceiling of (*the Tudor Kitchens, Hampton Court, the Royal Pew*).
- The original crown was worn by (*Wolsey, Henry VIII, Edward I*).
- (*The French ambassador, Prince Edward, Oliver Cromwell*) ordered Henry VIII's crown to be melted.

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**CANDIDATE'S PAPER – TEXT A**

**SESSION 6**

**FAMOUS INVENTIONS**

- 1. To what do the following refer? (5 marks)**
- 220 metres \_\_\_\_\_
  - 2,000 kilometres \_\_\_\_\_
  - 15 metres \_\_\_\_\_
  - 185 metres \_\_\_\_\_
  - 5,000 square kilometres \_\_\_\_\_
- 2. Are the following statements TRUE or FALSE? Circle True for the correct statements and False for the incorrect ones. Give a reason for each of your answers. (5 marks)**
- Dams are a recent invention.  
(True / False) because \_\_\_\_\_
  - Modern dam building techniques began in 1931.  
(True / False) because \_\_\_\_\_
  - Before the building of the dam, the Colorado river ran through flatlands.  
(True / False) because \_\_\_\_\_
  - Lake Mead is a natural lake.  
(True / False) because \_\_\_\_\_
  - Nowadays, the Hoover Dam serves only to solve the irrigation problem.  
(True / False) because \_\_\_\_\_
- 3. Put the following items of information in the order in which you heard them. Number them from 1 to 5. (5 marks)**

|   |  |
|---|--|
| Four tunnels to divert the river were cut.                        |  |
| Four tunnels were sealed and water started rising behind the dam. |  |
| 1,500 square kilometres of canyon were cleared.                   |  |
| A temporary earth dam was built.                                  |  |
| Concrete was poured at the dam site.                              |  |

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**MAY 2014 SESSION**

SUBJECT: **English Language**  
PAPER NUMBER: I – Part 1 (a) Listening Comprehension

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**CANDIDATE'S PAPER – TEXT B**

**SESSION 6**

**ENGLISH PALACES AND CASTLES**

**1. Fill in the grid with the missing information.**

**(8 marks)**

|    |  |
|----|--|
| a. | the date when Buckingham Palace started being used as the British Sovereign's official residence |
| b. | where the Queen receives loyal subjects  |
| c. | the Queen who added the Ballroom to the palace   |
| d. | the number of Gobelin tapestries   |
| e. | one of the rooms that overlook the gardens   |
| f. | where the first State Ball was held  |
| g. | the year when Victoria was crowned Queen   |
| h. | the grandest of all State Rooms  |

**2. Underline the correct word or phrase in the brackets.**

**(7 marks)**

- The (*government, prime minister, sovereign*) uses Buckingham Palace for administrative work.
- The Ballroom was inaugurated in (*1854, 1855, 1856*).
- (*Once a year, Twice a year, Once a month*) 1,500 guests attend the Diplomatic reception.
- There are (*two, nine, twenty-one*) investitures every spring.
- (*The Ballroom, The North Drawing Room, The West Gallery*) leads to the State Dining Room.
- The (*Blue, White, Royal*) Drawing Room also serves as a reception room for the Queen and Royal Family before State occasions.
- The Queen holds the (*welcome, second, last*) lunch for a visiting Head of State in the Bow Room.

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**SECONDARY EDUCATION CERTIFICATE LEVEL**

**MAY 2014 SESSION**

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| SUBJECT:      | <b>English Language</b>                |
| PAPER NUMBER: | I – Part 1 (a) Listening Comprehension |

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**EXAMINER'S PAPER**

**SESSION 1**

**INSTRUCTIONS FOR CONDUCTING THE LISTENING COMPREHENSION**

Before the session, you are to:

- i. familiarise yourself with the texts before reading them aloud and take note of punctuation in order to make the texts sound as natural as possible
- ii. check the footnotes for the pronunciation of certain words
- iii. check with the candidates whether you can be heard clearly
- iv. read out the procedure in the table below to the candidates
- v. guide the candidates by repeating points 1, 3 and 5 below when they are reading the questions on each text, working on their answers and completing them respectively. When candidates have completed their answers on Text A, you are to tell them: *the three minutes are up. Kindly turn the page. You now have three minutes to read the questions on Text B.*

**During this session, you will listen to two passages and answer questions on both of them on the sheet provided.**

**This is the procedure:**

- 1. You have three minutes to read the questions.**
- 2. I will read the text.**
- 3. You have three minutes to continue working on the questions.**
- 4. I will read the text for the second and last time.**
- 5. You have three minutes to complete your answers.**

**This procedure will be repeated for the second text.**

**You may answer the questions at any stage of this session.**

**Examiner reads out the following:**

**Text A**

**Now you are going to listen to a radio programme.**

Good morning and welcome to another programme in the series *Famous Inventions*. Today I will be talking about the invention of the toaster.

People have been consuming bread for the past 6,000 years and, before the advent of the electric toaster, bread was toasted over an open fire with the help of a variety of simple tools.

When electricity was first introduced in homes, the electric toaster was not a feasible invention. Because the surface of toast needs to be heated to temperatures above 150 degrees Celsius, electric toasters must contain wires that could reach very high temperatures without becoming damaged or starting a fire. In 1905, an engineer named Albert Marsh, discovered that an alloy, known as Nichrome, had the properties of such a wire.

In the years following Marsh's discovery, several people and companies started to develop their own versions of the toaster. However, it wasn't until 1909 that the first successful electric toaster was produced.

One day in 1913, when Lloyd Copeman and his wife Hazel were looking at an electric toaster in a shop window, they noticed that when the bread was toasted on one side in this electric toaster, it had to be flipped by hand for the toasting of the other side. The story goes that Hazel asked her husband whether he could invent a toaster that would automatically turn the toast. Lloyd proceeded to invent such a toaster. A patent, which gave the exclusive rights for the production of the toaster, was issued to Hazel Copeman in 1914. This was the first toaster that allowed the toast to be "turned" without the bread being touched. It was called the "Automatic" toaster.

In the decade following the invention of the toaster, toasters sparked a great deal of interest, and a variety of toaster models were produced by different manufacturers. However, these toasters still needed human attention to prevent the toast from burning. During World War I, Charles Strite, a mechanic in Minnesota, incorporated springs and a variable timer, and by the end of 1926, his automatic pop-up toaster, the "Toastmaster", was available to the public.

By the 1960s, toasters were common and cheap enough to be affordable to virtually every middle class family. By the 1980s, the slots of toasters became wider, enabling thicker slices of bread to be toasted. Additionally, heat-resistant plastic and microchip controls were used in the making of the toaster, making it even more economical and efficient than ever before.



**Examiner reads out the following:**

**Text B**

Welcome to Leeds Castle.

Leeds Castle is perhaps the loveliest, most romantic castle in England. This fairy-tale structure is situated on two islands in the middle of the River Len.

The history of Leeds Castle can be traced to the ninth century, when a Saxon lord built a manor on one of the islands on the River Len. A Norman nobleman began constructing the stone structure in 1119. The castle came into the hands of the English monarchy in 1278. King \*Edward I and his wife, Eleanor of Castille, made many additions to Leeds Castle, giving it much of its present-day appearance. For the next three centuries in the history of Leeds Castle, this romantic fortress was a home to many medieval queens of England.

The most famous resident of Leeds Castle was King \*Henry VIII, who made further additions to the structure, converting it from a fortress to a royal palace for his first wife, Catherine of Aragon.

You will also visit The Maze. Planted with 2,400 yew trees in 1988, The Maze at Leeds Castle challenges visitors to reach the panoramic central viewing point. You need to make your way from the entrance to the underground grotto in the middle. It is wise to allow up to half an hour to get to the middle and out again. There are mythical creatures made from natural materials on the walls of the tunnel leading to the grotto, where you can see a representation of the giant \*\*Typhoeus. According to ancient Greek legend, this giant tried to win against the gods but was defeated by Zeus. As a punishment, he was placed under Mount Etna where he became the source of fire. In the grotto you see \*\*Typhoeus holding up the mountain, with lava flowing from his mouth. Figures of a black and white swan at the top represent magical powers and are symbols of Leeds Castle.

Those dog lovers amongst you will certainly enjoy the unique dog collar museum, which displays nearly 100 dog collars dating from the 15th, 16th and 17th centuries which were designed to protect a dog's throat during a time when wolves, bears and wild boar roamed the forests of Europe. The Dog Collar Museum also houses Leeds Castle's small gift shop.

Enjoy your visit.

*\* Edward I and Henry VIII are to be read as Edward the first and Henry the eight respectively.*

*\*\* To be pronounced as /tafi:u:s*

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UNIVERSITY OF MALTA, MSIDA

**SECONDARY EDUCATION CERTIFICATE LEVEL**

**MAY 2014 SESSION**

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| SUBJECT:      | <b>English Language</b>                |
| PAPER NUMBER: | I – Part 1 (a) Listening Comprehension |

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**EXAMINER'S PAPER**

**SESSION 2**

**INSTRUCTIONS FOR CONDUCTING THE LISTENING COMPREHENSION**

Before the session, you are to:

- i. familiarise yourself with the texts before reading them aloud and take note of punctuation in order to make the texts sound as natural as possible
- ii. check the footnotes for the pronunciation of certain words
- iii. check with the candidates whether you can be heard clearly
- iv. read out the procedure in the table below to the candidates
- v. guide the candidates by repeating points 1, 3 and 5 below when they are reading the questions on each text, working on their answers and completing them respectively. When candidates have completed their answers on Text A, you are to tell them: *the three minutes are up. Kindly turn the page. You now have three minutes to read the questions on Text B.*

**During this session, you will listen to two passages and answer questions on both of them on the sheet provided.**

**This is the procedure:**

- 1. You have three minutes to read the questions.**
- 2. I will read the text.**
- 3. You have three minutes to continue working on the questions.**
- 4. I will read the text for the second and last time.**
- 5. You have three minutes to complete your answers.**

**This procedure will be repeated for the second text.**

**You may answer the questions at any stage of this session.**

**Examiner reads out the following:**

**Text A**

**Now you are going to listen to a radio programme.**

Good morning and welcome to another programme in the series *Famous Inventions*. Today I will be talking about the invention of the lift.

The need for vertical transport is as old as civilization. The ancient Greeks developed an improved lifting device operated by ropes and pulleys and by the time of the Romans, gladiators and wild animals rode crude lifts up to the arena level of the Roman Coliseum.

Over the centuries, mankind has employed creative forms of lifting. From ancient times, through the Middle Ages until the dawn of the Industrial Revolution, lifting devices relied on man, animal or water power.

The first lift designed for a passenger was built in 1743 for King \*Louis XV at his palace in France. The one-person device went up only one floor, from the first to the second. Known as the “Flying Chair”, it was on the outside of the building and the King entered it via his balcony. The mechanism consisted of a carefully balanced arrangement of weights and pulleys hanging inside a chimney. Men stationed inside the chimney then raised or lowered the Flying Chair at the King’s command.

By 1850, steam and hydraulic lifts had been introduced, but it was in 1852 that the landmark event in lift history occurred: the invention of the world’s first safety lift by Elisha Otis. The first passenger lift was installed by Otis in New York in 1857. After his death in 1861, his sons, Charles and Norton, built on his heritage, creating “Otis Brothers and Company” in 1867. By 1873 over 2,000 Otis lifts were in use in office buildings, hotels and department stores across America, and five years later the first Otis hydraulic passenger lift was installed. The era of the Skyscraper followed and in 1889 Otis revealed the first successful electric lift machines.

In 1898, overseas business added to the company’s growth, and Otis Brothers merged with 14 other lift entities to form the “Otis Lift Company”. With 1.7 million Otis lifts and 110,000 escalators in operation, Otis touches the lives of people in more than 200 countries around the world.

*\*King Louis XV is to be read as King Louis the fifteenth.*

**Examiner reads out the following:**

**Text B**

Welcome to Windsor Castle.

Windsor Castle is an official residence of the Queen and the largest occupied castle in the world. A Royal home and fortress for over 900 years, the Castle remains a working palace today. The Queen uses the Castle both as a private home, where she usually spends the weekend, and as a Royal residence at which she undertakes certain formal duties.

Every year the Queen takes up official residence in Windsor Castle for a month over Easter, known as Easter Court. During this time the Queen hosts occasional “dine and sleep” events for guests, including politicians and public figures.

Windsor Castle is often used by the Queen to host State Visits from overseas monarchs and presidents. Foreign Heads of State enter the Castle in horse-drawn carriages through the \*George IV Gateway into the open quadrangle in the Upper Ward, where a military guard of honour is held.

Our first stop will be St George’s Chapel which remains an active centre for worship, with daily services open to all. The Chapel is a Royal Peculiar, that is, a chapel which is not subject to a bishop or archbishop but which owes its allegiance directly to the Sovereign. The Chapel, together with the remainder of the College of St George (a school for 400 children and St George’s House, where formal meetings are held), is governed by the Dean and Canons of Windsor, who, with their officers and staff, are independent of the Royal Household. Many Royal weddings have been celebrated in St George’s Chapel. In 2005 a service of dedication and prayer was held in the Chapel following the marriage of the Prince of Wales and the Duchess of Cornwall. A number of funerals have also taken place here. The Queen Mother lies buried in the Chapel with her husband, King \*George VI, and Princess Margaret, her younger daughter.

The highlight of our tour will be a visit to Queen Mary’s Dolls’ House which is an amazing dolls’ house built on a scale of 1 to 12. It contains working lifts, running water and electricity, and took 1,500 craftsmen three years to complete. The idea of creating a dolls’ house for the Queen was that of the King’s cousin, Princess Marie Louise. After returning home from a visit to the King and Queen at Windsor Castle, during which they had shown her much kindness, Princess Marie Louise announced to her family that she would commission a dolls’ house as a present for the Queen.

Enjoy your visit.

*\*George IV and George VI are to be read as George the fourth and George the sixth respectively.*

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UNIVERSITY OF MALTA, MSIDA

**SECONDARY EDUCATION CERTIFICATE LEVEL**

**MAY 2014 SESSION**

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| PAPER NUMBER: | I – Part 1 (a) Listening Comprehension |

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**EXAMINER'S PAPER**

**SESSION 3**

**INSTRUCTIONS FOR CONDUCTING THE LISTENING COMPREHENSION**

Before the session, you are to:

- i. familiarise yourself with the texts before reading them aloud and take note of punctuation in order to make the texts sound as natural as possible
- ii. check the footnotes for the pronunciation of certain words
- iii. check with the candidates whether you can be heard clearly
- iv. read out the procedure in the table below to the candidates
- v. guide the candidates by repeating points 1, 3 and 5 below when they are reading the questions on each text, working on their answers and completing them respectively. When candidates have completed their answers on Text A, you are to tell them: *the three minutes are up. Kindly turn the page. You now have three minutes to read the questions on Text B.*

**During this session, you will listen to two passages and answer questions on both of them on the sheet provided.**

**This is the procedure:**

- 1. You have three minutes to read the questions.**
- 2. I will read the text.**
- 3. You have three minutes to continue working on the questions.**
- 4. I will read the text for the second and last time.**
- 5. You have three minutes to complete your answers.**

**This procedure will be repeated for the second text.**

**You may answer the questions at any stage of this session.**

**Examiner reads out the following:**

**Text A**

**Now you are going to listen to a radio programme.**

Good morning and welcome to another programme in the series *Famous Inventions*. Today I will be talking about the invention of the Barbie doll.

It is a little hard to believe, but the Barbie doll started out as a human being! She was Barbara Handler, the daughter of Ruth and Elliot Handler. Hence her name. In the early 1950s, Mrs Handler saw that her young daughter, Barbara, and her friends enjoyed playing with adult female dolls as much as or more than with baby dolls.

Because all the adult dolls then available were made of paper or cardboard, Mrs Handler decided to create a three-dimensional adult female doll, one lifelike enough to serve as an inspiration for her daughter's dreams of her future. Mrs Handler took her idea to the executives at Mattel Corporation, the company that she and her husband had founded in their garage in 1945. The all-male committee rejected the idea as too expensive and with little potential for wide market appeal.

When Mrs Handler returned from a trip to Europe with a doll named Lilli, marketed in Germany since 1953, she spent some time designing a doll similar to Lilli. The result was the Barbie doll.

Mattel finally agreed to back Mrs Handler's efforts, and the Barbie doll was introduced at the American Toy Fair in New York in 1959. Girls clamoured for the doll and Barbie set a new sales record for Mattel in its first year on the market. 351,000 dolls were sold. Since then, Barbie's popularity has rarely flagged and today, with one billion dolls sold, the Barbie product line is the most successful in the history of the toy industry.

The Barbie doll was introduced as a teenage fashion model. From the beginning, she was criticised mainly by feminists for reinforcing sexism by representing a young woman of questionable intelligence and a near-impossible physique. However, in the years that followed, she has taken on many aspirational roles including that of dentist, doctor, astronaut, even presidential candidate.

The world of the Barbie doll today is a great deal more than a doll and accessories. The Barbie doll is keeping in step by allowing girls to use their computers to program and personalize their Barbie doll and design, create, play and dream using Barbie software.

**Examiner reads out the following:**

**Text B**

Welcome to the Tower of London.

The Tower of London is the oldest palace, fortress and prison in Europe. It has been used as a palace, a library, a treasury, a bank and an observatory. Its most famous reputation is that of a prison.

There are several towers within the Tower of London. The oldest part of the building is the White Tower, which you can see to your right. The White Tower contains an exhibition of arms, armour and torture instruments. The Chapel of St. John is one of the few unchanged areas where the Royal Family and the court worshipped and where the Knights of the Order of Bath spent their Vigil the night before the King or Queen was crowned.

The Middle Tower was built in the 13<sup>th</sup> century and the Archway, together with the Byward Tower and the Bloody Tower were defended by spiked gates, two of which are still there. The Bloody Tower was originally known as “The Garden Tower”. The name “Bloody Tower”, however, is only traced back to 1571. It was here that two little princes, \*Edward V and his brother Richard, Duke of York, were supposedly murdered in 1483 on the orders of Richard Duke of \*\*Gloucester. Many years later, during the reign of \*Charles II, two sets of bones of young boys were found and thus the name Bloody Tower came about as a result of murder within its walls.

You will also see the Wakefield Tower, which is where \*Henry VI was murdered. In 1471, during the time of the Wars of the Roses – England’s medieval civil war – he was stabbed to death while praying. The Wakefield Tower housed the Crown Jewels from 1879 to 1967 but it is now an empty tower.

During your visit you will also see the Tower Green where two of \*Henry VIII’s wives and several other people were beheaded on his orders. It was a rare honour to be beheaded inside the Tower; most people were executed outside on Tower Hill, so the crowds who enjoyed such events could get a better view.

Find time to visit the Queen’s House, built around 1530, probably by the mother of \*Elizabeth I, Anne Boleyn. She lived there only 18 days as a prisoner while awaiting execution and was beheaded on Tower Green for alleged infidelity.

Before you leave do go to the Jewel House where you will find the Crown Jewels, a collection of gold, silver, precious stones and other Royal regalia.

Enjoy your visit.

*\*Edward V, Charles II, Henry VI, Henry VIII and Elizabeth I are to be read as Edward the fifth, Charles the second, Henry the sixth, Henry the eighth and Elizabeth the first respectively.*

*\*\*To be pronounced as /glɔːstə/*

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**SECONDARY EDUCATION CERTIFICATE LEVEL**

**MAY 2014 SESSION**

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**EXAMINER'S PAPER**

**SESSION 4**

**INSTRUCTIONS FOR CONDUCTING THE LISTENING COMPREHENSION**

Before the session, you are to:

- i. familiarise yourself with the texts before reading them aloud and take note of punctuation in order to make the texts sound as natural as possible
- ii. check the footnotes for the pronunciation of certain words
- iii. check with the candidates whether you can be heard clearly
- iv. read out the procedure in the table below to the candidates
- v. guide the candidates by repeating points 1, 3 and 5 below when they are reading the questions on each text, working on their answers and completing them respectively. When candidates have completed their answers on Text A, you are to tell them: *the three minutes are up. Kindly turn the page. You now have three minutes to read the questions on Text B.*

**During this session, you will listen to two passages and answer questions on both of them on the sheet provided.**

**This is the procedure:**

- 1. You have three minutes to read the questions.**
- 2. I will read the text.**
- 3. You have three minutes to continue working on the questions.**
- 4. I will read the text for the second and last time.**
- 5. You have three minutes to complete your answers.**

**This procedure will be repeated for the second text.**

**You may answer the questions at any stage of this session.**



**Examiner reads out the following:**

**Text A**

**Now you are going to listen to a radio programme.**

Good morning and welcome to another programme in the series *Famous Inventions*. Today I will be talking about the invention of blue jeans.

Denim trousers had been worn for work for many years, historically dating back to England in the 1600s with a fabric called denim. However, it was the first use of rivets in the 19<sup>th</sup> century that created what we now call jeans. How blue jeans were invented is a simple story.

\*Levi Strauss went to San Francisco in 1853 at the age of twenty-four to open a west coast branch of his brothers' New York clothing business. He had spent a number of years learning the trade in New York after emigrating there from his native Germany. He built his business into a very successful operation over the next twenty years, making a name for himself not only as a well-respected businessman but as a local philanthropist as well.

One of Levi's many customers was a tailor named Jacob Davis. Originally from Latvia, Jacob regularly purchased cloth from Levi Strauss. Among Jacob's customers was a difficult man who kept ripping the pockets of the trousers that Jacob made for him. Jacob tried to think of a way to strengthen the man's trousers, and one day hit upon the idea of putting metal rivets at the points of strain, such as on the pocket corners and at the base of the zip.

These riveted trousers were an instant hit with Jacob's customers and he worried that someone might steal this great idea. He decided he should apply for a patent which gave him the exclusive rights on the process. In 1872 Jacob suggested to Levi Strauss that the two men hold the patent together. Levi, who was an astute businessman, agreed to Jacob's proposal. On May 20, 1873, the two men received the patent.

With the patent secured, Levi hired Jacob Davis to oversee production of the riveted trousers. Sometime during 1873, the first riveted jeans were made and sold. Within a very short time, all types of working men were buying the innovative trousers and spreading the word about their unrivalled durability. Back then, a pair of brand new Levi jeans cost only one dollar. The popularity of blue jeans has continued to grow over the years. It is estimated that in 2013, 450 million pairs of jeans were sold in the United States of America.

\* To be pronounced as /li:vai/

**Examiner reads out the following:**

**Text B**

Welcome to Kensington Palace.

Kensington Palace was a favourite palace with many kings, queens and princesses of the past.

After passing through security you will visit the Royal Ceremonial Dress Collection. In these rooms, you will see display cases with mannequins outfitted in ceremonial dress from the 18th century until modern times. Various dresses also feature throughout the Palace rooms, including dresses worn by Queen Victoria and Queen \*Elizabeth II.

From the Royal Ceremonial Dress Collection, you will go one flight of stairs up to the State Apartments, which are divided into several areas.

The King's Apartments were decorated during the reigns of \*William III, \*George I and \*George II. The largest and longest of the State Apartments, the King's Gallery, looks pretty much as it did when decorated for King \*George I in 1727.

The King's Gallery was used for displaying pictures as well as for exercise and it is dominated by a copy of a noble portrait of King \*Charles I on horseback at its east end. The dial positioned over the fireplace is still connected to a wind-vane on the roof so that the King could see which way the wind was blowing and where his navy was likely to be heading. Amazingly, it is still in working order.

The Queen's Apartments have a more domestic flavour, with rooms such as a drawing room, bedchamber, and dining room used by Queen Mary until her death in 1694. The Victorian Rooms are a three-room suite that was occupied by Queen Victoria until she ascended to the throne. Queen Victoria's bedroom is where the Princess awoke on 20th June 1837 to hear that she was now Queen Victoria. Throughout her life, Queen Victoria followed restorations at Kensington Palace closely and rejoiced in the fact that one of her children, Princess Louise, lived there, such was her affection for the building.

End your visit by roaming into the gardens and by entering The Orangery, the columned building you may see in the gardens. Built in 1704, it was designed as a greenhouse and now serves as a restaurant and café. We serve coffee and pastries in the morning and soups, salads, desserts and other light food during the luncheon hour.

Enjoy your visit.

*\* Elizabeth II, William III, George I, George II, and Charles I are to be read as Elizabeth the second, William the third, George the first, George the second and Charles the first respectively.*

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UNIVERSITY OF MALTA, MSIDA

**SECONDARY EDUCATION CERTIFICATE LEVEL**

**MAY 2014 SESSION**

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**EXAMINER'S PAPER**

**SESSION 5**

**INSTRUCTIONS FOR CONDUCTING THE LISTENING COMPREHENSION**

Before the session, you are to:

- i. familiarise yourself with the texts before reading them aloud and take note of punctuation in order to make the texts sound as natural as possible
- ii. check the footnotes for the pronunciation of certain words
- iii. check with the candidates whether you can be heard clearly
- iv. read out the procedure in the table below to the candidates
- v. guide the candidates by repeating points 1, 3 and 5 below when they are reading the questions on each text, working on their answers and completing them respectively. When candidates have completed their answers on Text A, you are to tell them: *the three minutes are up. Kindly turn the page. You now have three minutes to read the questions on Text B.*

**During this session, you will listen to two passages and answer questions on both of them on the sheet provided.**

**This is the procedure:**

- 1. You have three minutes to read the questions.**
- 2. I will read the text.**
- 3. You have three minutes to continue working on the questions.**
- 4. I will read the text for the second and last time.**
- 5. You have three minutes to complete your answers.**

**This procedure will be repeated for the second text.**

**You may answer the questions at any stage of this session.**

**Examiner reads out the following:**

**Text A**

**Now you are going to listen to a radio programme.**

Good morning and welcome to another programme in the series *Famous Inventions*. Today I will be talking about the invention of Coca-Cola.

It was a law which prohibited alcohol, enacted in Atlanta in 1886, that persuaded physician and chemist Dr Pemberton to rename and rewrite the formula for his popular headache remedy, sold at that time by most, if not all, of the city's chemists.

Pemberton produced the new syrup and carried a jug of the new product down the street to Jacob Pharmacy, where it was sampled, pronounced excellent and placed on sale for five cents a glass. Carbonated water was teamed with the new syrup to produce a drink that was at once delicious and refreshing. It was Pemberton's partner and book-keeper, Frank Robinson, who suggested the name "Coca-Cola".

Pemberton never realized the potential of the drink he had created. He gradually sold portions of his business to various partners. Just prior to his death in 1888, he sold his remaining interest in Coca-Cola to Mr Candler, a man with great business acumen, who proceeded to buy additional rights and acquire complete control.

On the 1<sup>st</sup> of May, 1889, Mr Candler published a full-page advertisement in *The Atlanta Journal*, proclaiming himself sole proprietor of Coca-Cola. Sole ownership, which Candler did not actually achieve until 1891, cost a total of two thousand three hundred dollars.

By 1892, Mr Candler's flair for merchandising had boosted sales of Coca-Cola syrup nearly tenfold. He soon liquidated his pharmaceutical business and focused his full attention on the soft drink. With his brother and some other associates, Candler formed a Georgia corporation named "The Coca-Cola Company".

A firm believer in advertising, Candler expanded on Pemberton's marketing efforts, distributing thousands of coupons for a complimentary glass of Coca-Cola. He promoted the product incessantly, distributing souvenir fans, calendars, clocks, and countless novelties, all depicting the trademark. The business continued to grow, and in 1894 the first syrup manufacturing plant outside Atlanta was opened in Dallas, Texas.

During the last part of the 1800s, Coca Cola's sales averaged a modest nine drinks per day. In 2013, 1.3 billion beverage servings were sold each day. Although Coca-Cola was first created in the United States, nowadays it is produced in over 200 countries.

**Examiner reads out the following:**

**Text B**

Welcome to Hampton Court Palace.

When he died in 1547, King \*Henry VIII had more than 60 houses, but – in the second half of his reign – none were more important to him than Hampton Court Palace, which originally belonged to Cardinal Wolsey.

By the time Henry finished his building works at Hampton Court Palace in 1540, the Palace was one of the most modern and magnificent in England. There were tennis courts, pleasure gardens, a hunting park, and kitchens covering 11,000 square metres, a fine chapel, a vast communal dining room and a multiple lavatory, known as the Great House of Easement.

All of Henry's six wives came to the palace and most had new and lavish lodgings. The Palace also provided accommodation for each of the King's children. Most famously in August 1546, Henry feasted the French ambassador as well as 1,300 members of his own court for six days. A year later, Henry was dead, with three surviving children, Prince Edward and his older sisters Mary and Elizabeth. Each would rule England, and Hampton Court would continue to play an important part in the lives of the Tudor monarchs.

You will be seeing the Tudor Kitchens which were built to feed the six hundred members of the court entitled to eat at the palace twice a day. Between their construction in 1530 and the Royal Family's last visit to the palace in 1737, the kitchens were a central part of palace life.

Make sure that you see the reproduction of \*Henry VIII's crown displayed in the Royal Pew. Made for either \*Henry VII or \*Henry VIII, the original was worn by \*Henry VIII at Hampton Court, particularly on the feast of the Epiphany on the 6<sup>th</sup> of January. As a potent symbol of power and religious authority, the original was melted down at the Tower of London in 1649 on the orders of Oliver Cromwell, following the abolition of the monarchy. Your visit to the Royal Pew will allow you to look out across the magnificent Tudor ceiling as he did, and see the spectacular crown displayed where Henry himself would have worn it.

I suggest you end your visit by walking through Hampton Court Gardens that run down to the River Thames, featuring sparkling fountains, glorious displays of over 200,000 flowering bulbs and three square metres of tranquil royal parkland.

Enjoy your visit.

*\* Henry VII and Henry VIII are to be read as Henry the seventh and Henry the eighth respectively.*

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**SECONDARY EDUCATION CERTIFICATE LEVEL**

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**EXAMINER'S PAPER**

**SESSION 6**

**INSTRUCTIONS FOR CONDUCTING THE LISTENING COMPREHENSION**

Before the session, you are to:

- i. familiarise yourself with the texts before reading them aloud and take note of punctuation in order to make the texts sound as natural as possible
- ii. check the footnotes for the pronunciation of certain words
- iii. check with the candidates whether you can be heard clearly
- iv. read out the procedure in the table below to the candidates
- v. guide the candidates by repeating points 1, 3 and 5 below when they are reading the questions on each text, working on their answers and completing them respectively. When candidates have completed their answers on Text A, you are to tell them: *the three minutes are up. Kindly turn the page. You now have three minutes to read the questions on Text B.*

**During this session, you will listen to two passages and answer questions on both of them on the sheet provided.**

**This is the procedure:**

- 1. You have three minutes to read the questions.**
- 2. I will read the text.**
- 3. You have three minutes to continue working on the questions.**
- 4. I will read the text for the second and last time.**
- 5. You have three minutes to complete your answers.**

**This procedure will be repeated for the second text.**

**You may answer the questions at any stage of this session.**

**Examiner reads out the following:**

**Text A**

**Now you are going to listen to a radio programme.**

Good morning and welcome to another programme in the series *Famous Inventions*. Today I will be talking about the invention of the Hoover Dam in the USA.

A dam is a wall built across a river to stop water from flowing. Man has been building dams since ancient times to provide a supply of water for himself and his crops during dry seasons. These early dams were made of rocks and earth and did not last.

Today's concrete dams, however, are truly amazing feats of engineering skill. The techniques of modern dam building can be traced back to the year 1931 with the construction of the giant 220-metre high Hoover Dam in Arizona which opened in 1936.

The Hoover dam was built for irrigation in the hottest, driest area of the United States. People wanted to irrigate low lying plains without suffering from flooding. This made it obvious to the United States government that the 2,000 kilometre-long Colorado River was part of the solution.

Before 1931, the Colorado River cut through a vast canyon in the north-western corner of Arizona. Once the site for the dam was selected, engineers first cleared more than 1,500 square kilometres of the canyon, which would eventually be flooded. Next, they built a temporary earthen dam to hold back the river, then, cut four 15-metre wide tunnels to detour the river's water around the final dam site.

The next step was the pouring of concrete at the dam site itself. For two years workmen poured over seven million metric tons of concrete into the dam. They worked non-stop night and day for those two years to prevent uneven drying of the concrete. At the base of the dam, the concrete is 185 metres thick. This thickness is necessary to hold back the massive weight of the water that would eventually be pressing against the dam.

Once the concrete had hardened, the four tunnels were sealed and the water began rising behind the dam. It filled the canyon and formed Lake Mead, one of the world's largest man-made lakes.

Today, the Hoover Dam has a hydro-electric plant at its base to generate power and Lake Mead provides water for the irrigation of over 5,000 square kilometres of surrounding land.

The power produced by Hoover Dam can light up an entire city!

**Examiner reads out the following:**

**Text B**

Welcome to Buckingham Palace.

Buckingham Palace has served as the official London residence of Britain's sovereigns since 1837 and today is the administrative headquarters of the Monarch.

We will first visit the Throne Room. It is in here that the Queen, on very special occasions like Jubilees, receives loyal subjects. Another use of the Throne Room has been for formal wedding photographs.

The next room on our tour is the Ballroom. The original palace lacked a large room in which to entertain. Queen Victoria rectified this shortcoming by adding the Ballroom in 1855. The Ballroom is the largest multi-purpose room in Buckingham Palace. It was opened in 1856 with a ball to celebrate the end of the Crimean War. Today, it is used by the Queen for State banquets and other formal occasions such as the annual Diplomatic Reception attended by 1,500 guests. This is a very formal occasion during which the Queen meets every ambassador. The Ballroom has been used variously as a concert hall for memorial concerts and performances of the arts, and it is the regular venue for investitures of which there are usually 21 a year – nine in spring, two in the summer and ten in the autumn.

From the Ballroom, the West Gallery, with its four Gobelin tapestries, leads into the first of the great rooms that overlook the gardens, the State Dining Room, one of the principal State Rooms on the west side of the Palace. Many distinguished people have dined in this room including presidents and prime ministers. Before the Ballroom was added to the Palace in the 1850s, the first State Ball was held in the Blue Drawing Room in May 1838 as part of the celebrations leading up to Queen Victoria's Coronation.

The last of the rooms visited on the principal floor will be the White Drawing Room. Originally called the North Drawing Room, it is perhaps the grandest of all the State Rooms. The room also serves as a royal reception room for the Queen and members of the Royal Family to gather before State and official occasions.

As you make your way to the gardens you will pass through the Bow Room which is another room for entertaining. It is where the Queen holds the arrival lunch for a visiting Head of State at the start of a State visit.

Enjoy your visit.



MATRICULATION AND SECONDARY EDUCATION CERTIFICATE EXAMINATIONS BOARD  
UNIVERSITY OF MALTA, MSIDA

**SECONDARY EDUCATION CERTIFICATE LEVEL**

**MAY 2014 SESSION**

|               |                          |              |
|---------------|--------------------------|--------------|
| SUBJECT:      | <b>English Language</b>  | <b>TOTAL</b> |
| PAPER NUMBER: | I – Part 2: Language Use |              |
| DATE:         | 3 <sup>rd</sup> May 2014 |              |
| TIME:         | 9:00 a.m. to 10:15 a.m.  |              |

**LANGUAGE USE**

**(50 MARKS)**

- 1. Write the opposite of words (1) to (10) in the extract by adding ONE of the prefixes in the table below to each word. You can use some prefixes more than once. The first one has been done for you. (5 marks)**

|  |
|--|
| <b>mis-   dis-   im-   in-   il-   un-   ir-</b> |
|--|

I returned the dress I had bought because I was (0) dissatisfied with the stitching as it was (1) \_\_\_\_\_ perfect. The sales assistant agreed that the dress was (2) \_\_\_\_\_ reparable. She offered me another dress, but I refused it as it was quite (3) \_\_\_\_\_ similar in style to the one I had bought. It was also (4) \_\_\_\_\_ appropriate for the occasion I needed it for. She asked me to go back the next day, but I told her that that was (5) \_\_\_\_\_ convenient for me. She wanted to see the receipt, but I had (6) \_\_\_\_\_ placed it. She was quite (7) \_\_\_\_\_ patient with me, and she called me (8) \_\_\_\_\_ responsible. I think she must have been (9) \_\_\_\_\_ literate because she couldn't write my name. Since she was so (10) \_\_\_\_\_ cooperative, I asked to speak to the manager. □

- 2. Underline the phrasal verb that best fits the context from the options in the brackets. (5 marks)**

In the UK, the Queen officially (1) (**looks after, looks into, looks down on**) the species of swan known as the mute swan. An annual count of these beautiful swans, known as the Swan Upping event, (2) (**takes off, takes place, takes up**) every summer when their numbers are all carefully (3) (**checked out, checked in, checked over**). The Queen (4) (**looks over, looks forward to, looks for**) surveying her swans annually on the River Thames. The Crown (5) (**took after, took over, took off**) ownership of all mute swans in England and Wales in the 12th Century, so that people would be (6) (**put off, put out, put down**) hunting the swans. During the 1980s swan numbers (7) (**went up, went ahead, went down**) rapidly across the United Kingdom and researchers (8) (**broke out, found out, came out**) that this was due to the harm caused by fishing equipment. It took many years for the swan population to (9) (**pick up, pick out, pick over**) again. Today the practice of hunting swans for food has (10) (**dried out, died out, died off**) and it is now a criminal offence to harm a swan in any way. □

**3. Complete the following article by forming ONE word from the one in brackets. The first one has been done for you. (5 marks)**

Dogs understand humans far better than (0) previously (**previous**) thought, according to a new study that looks at the progress made in the (1) \_\_\_\_\_ (**able**) of dogs to interpret human (2) \_\_\_\_\_ (**behave**). This is because for thousands of years dogs have been (3) \_\_\_\_\_ (**evolve**) alongside humans. It is predicted that dogs will be able to perform a (4) \_\_\_\_\_ (**various**) of chores without being told or trained to, such as (5) \_\_\_\_\_ (**retrieve**) a paper. The research explains that as particular breeds of dogs become the best (6) \_\_\_\_\_ (**choose**) for their ability to serve their masters, future generations will become much smarter. As they get to know particular humans, they learn how to predict human behaviour with more (7) \_\_\_\_\_ (**efficient**). Dogs were studied for their (8) \_\_\_\_\_ (**respond**) to clues from humans, such as pointing or gazing at a location for a dog to move to. However, the results of a new study to match a dog’s intelligence with that of a child are still (9) \_\_\_\_\_ (**conclude**) and, according to this study, further (10) \_\_\_\_\_ (**observe**) is required.

**4. Fill in each blank with a suitable link word or phrase from the box. The first one has been done for you. Use each link word or phrase ONLY ONCE. (5 marks)**

|          |            |           |                   |          |              |       |
|----------|------------|-----------|-------------------|----------|--------------|-------|
| because, | therefore, | however,  | <u>although</u> , | in fact, | such as,     | but,  |
| since,   | and,       | moreover, | when,             | despite, | nonetheless, | while |

(0) Although some people say that a game is supposed to have a definite end somewhere, in *Monopoly* you keep going around and around. (1) \_\_\_\_\_, the problem of time can be resolved by setting a time limit (2) \_\_\_\_\_ by counting each player’s money (3) \_\_\_\_\_ the time is up. (4) \_\_\_\_\_, when the game is played in tournaments, there is a 90-minute time limit (5) \_\_\_\_\_ international tournaments have a time limit of two hours. (6) \_\_\_\_\_ the fact that the game may go on for a very long time, there are many enthusiasts worldwide. (7) \_\_\_\_\_, there are still people who think it is a negative experience (8) \_\_\_\_\_ it is about “grinding your opponents to dust”. (9) \_\_\_\_\_, they say that it is boring (10) \_\_\_\_\_ most of the time is spent waiting for other players to play their turn.

**5. Fill in the blanks with ONE word to complete each idiomatic expression. The first one has been done for you. (5 marks)**

I risked life and (0) limb when I went parachute jumping last week. My friends refused to come with me as they do not like dicing with (1) \_\_\_\_\_. They tell me that every time I go parachute jumping I am taking my life into my own (2) \_\_\_\_\_. In fact, I did have a narrow (3) \_\_\_\_\_ as my parachute would not open straight away and I landed on some rocks. By the evening I was black and (4) \_\_\_\_\_. To cap it (5) \_\_\_\_\_, my parents were very angry with me for having gone behind their (6) \_\_\_\_\_. We had a huge row but I went up to my room before things got out of (7) \_\_\_\_\_. I don't care what they say about the dangers of parachuting – it is like water off a (8) \_\_\_\_\_ back to me. I had the time of my (9) \_\_\_\_\_ and I shall certainly do it again, even though I know that I will be skating on thin (10) \_\_\_\_\_ because if my parents find out I will be grounded for a whole year!

**6. Fill in the blanks by choosing ONE of the modals in the table below and the correct form of the verb in brackets. Use the word you choose ONLY ONCE. The first one has been done for you. (5 marks)**

|             |                |                   |             |              |            |              |
|-------------|----------------|-------------------|-------------|--------------|------------|--------------|
| <b>must</b> | <b>able to</b> | <b>had better</b> | <b>need</b> | <b>might</b> | <b>can</b> | <b>would</b> |
|-------------|----------------|-------------------|-------------|--------------|------------|--------------|

Although we (0) couldn't avoid (**not avoid**) getting stuck in the traffic jam for over half an hour, we (1) \_\_\_\_\_ (**get**) to the airport in time to catch the flight to London. When the plane landed, I discovered that I had lost my scarf. I (2) \_\_\_\_\_ (**leave**) it in the taxi. As it turned out, we (3) \_\_\_\_\_ (**not take**) so many thick clothes because the weather was quite mild. We (4) \_\_\_\_\_ (**go**) again next year. We (5) \_\_\_\_\_ (**start**) saving for it now just in case.

**7. Fill in each blank with ONE suitable word. The first one has been done for you. (5 marks)**

In many (0) countries around the world, unusual names for children are becoming more and more (1) \_\_\_\_\_, especially since the increasing (2) \_\_\_\_\_ for celebrities to give their children unusual names. Some (3) \_\_\_\_\_ like to choose names which come from popular (4) \_\_\_\_\_. In Britain, some names which were (5) \_\_\_\_\_ thought of as old-fashioned have reappeared. Some countries have strict (6) \_\_\_\_\_ about naming children. Countries (7) \_\_\_\_\_ Japan, Denmark and Spain have an approved (8) \_\_\_\_\_ of names. In China no foreign letters or symbols are (9) \_\_\_\_\_. In fact, a Chinese couple was recently (10) \_\_\_\_\_ from calling their baby @.

**8. Fill in the blanks with the correct form of the VERBS in brackets. The first one has been done for you. (10 marks)**

In 2013, the Bank of England (0) said (**say**) that it (1) \_\_\_\_\_ (**consider**) an immediate switch from cotton paper to plastic banknotes. Now the Bank (2) \_\_\_\_\_ (**plan**) to bring these banknotes into circulation by 2016. By then cash machines, or ATMs, (3) \_\_\_\_\_ (**alter**) to be able to carry the new notes. The Bank (4) \_\_\_\_\_ (**argue**) that the plastic notes stay cleaner and are more secure than cotton paper notes, which (5) \_\_\_\_\_ (**use**) for more than 100 years. A £5 note featuring Sir Winston Churchill (6) \_\_\_\_\_ (**be**) the first plastic banknote. The Bank said it planned (7) \_\_\_\_\_ (**put**) Jane Austen on the next version of the £10. In 1988, the Isle of Man (8) \_\_\_\_\_ (**withdraw**) a plastic note which they (9) \_\_\_\_\_ (**introduce**) in 1983, because of problems with the ink. Since then, the Bank of England (10) \_\_\_\_\_ (**redesign**) banknotes to solve this problem. □

**9. Complete the second sentence so that it has a similar meaning to the first one as in the example. (5 marks)**

0. Someone told Jake about a new job in an office.  
 Jake *was told about a new job in an office.*

1. Jake didn't like working in a fast food restaurant so he applied for the office job.  
 Jake couldn't get \_\_\_\_\_  
 \_\_\_\_\_.

2. The managerial post had already been given to Jane Banks, so it was not worth applying for it.  
 There was no \_\_\_\_\_  
 \_\_\_\_\_.

3. Jane Banks had more experience than Jake.  
 Jake didn't \_\_\_\_\_  
 \_\_\_\_\_.

4. Jake didn't finish his degree in management, did he?  
 Jake hadn't \_\_\_\_\_  
 \_\_\_\_\_?

5. "Why are you applying for this job?" the Managing Director asked him.  
 The Managing Director asked him why \_\_\_\_\_  
 \_\_\_\_\_.



MATRICULATION AND SECONDARY EDUCATION CERTIFICATE EXAMINATIONS BOARD  
UNIVERSITY OF MALTA, MSIDA**SECONDARY EDUCATION CERTIFICATE LEVEL****MAY 2014 SESSION**

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|               |                          |
|---------------|--------------------------|
| SUBJECT:      | <b>English Language</b>  |
| PAPER NUMBER: | IIA – Question 1         |
| DATE:         | 3 <sup>rd</sup> May 2014 |
| TIME:         | 4:00 p.m. to 6:00 p.m.   |

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**WRITING TASK****(40 MARKS)****Write between 320 and 350 words on ONE of the following tasks:****You are advised to:**

- pay attention to vocabulary, grammar, paragraphing, layout, spelling and punctuation;
- keep your writing to the number of words indicated. You will be penalised if you write less than 320 or more than 350 words.

1. Write a short story for the school magazine entitled ‘The Hiding Place’.
2. You have seen the following competition in a magazine for young people:

*Send us an article entitled: ‘Young people need more discipline both at home and at school’.*

*The best article will be published in our magazine.*

Write your article for the magazine.

3. An abandoned house in your neighbourhood has become the favourite meeting spot for criminal activity. You are Jess Saliba (jess@dmail.com). On behalf of the residents, write an email to the Mayor of your local council (mayor@apdcouncil.com) complaining about the situation and suggesting what could be done to solve the problem.

Start your email like this:

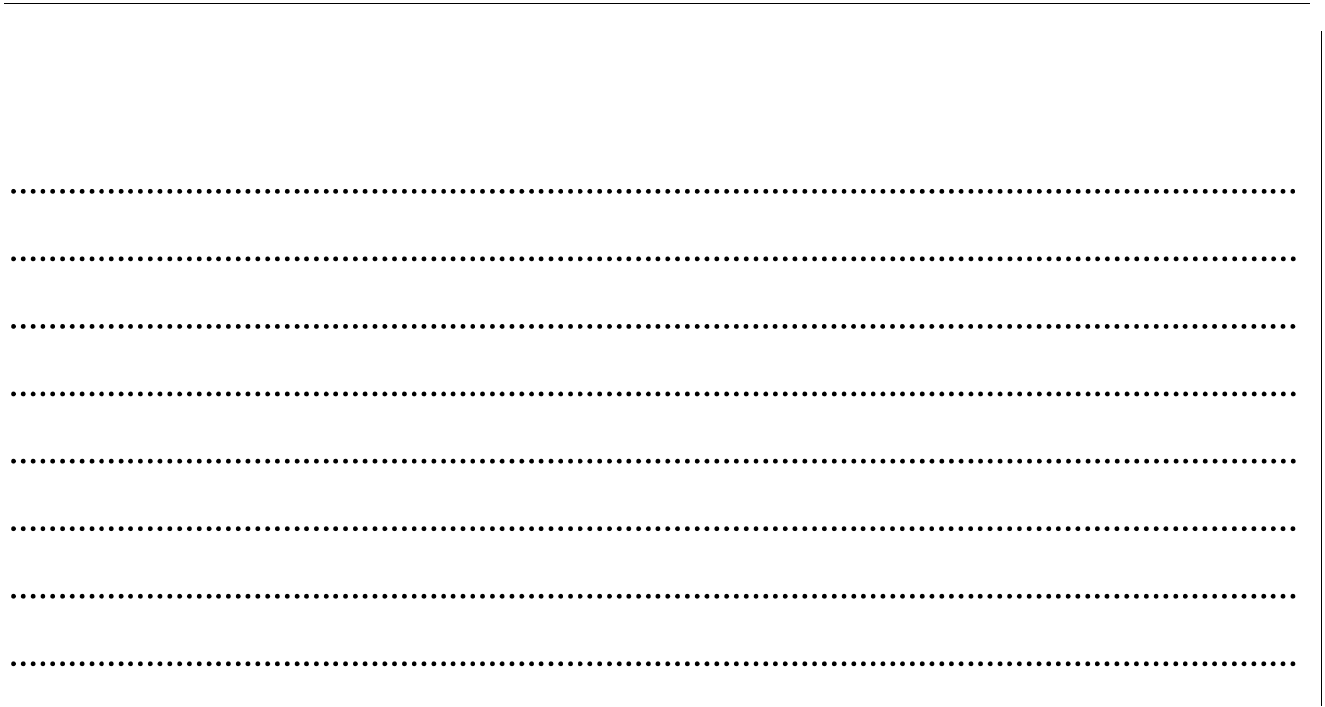
|          |  |
|----------|--|
| To:      |  |
| From:    |  |
| Subject: |  |



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USE THIS SPACE TO PLAN YOUR WRITING



MATRICULATION AND SECONDARY EDUCATION CERTIFICATE EXAMINATIONS BOARD  
UNIVERSITY OF MALTA, MSIDA**SECONDARY EDUCATION CERTIFICATE LEVEL****MAY 2014 SESSION**

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|               |                          |
|---------------|--------------------------|
| SUBJECT:      | <b>English Language</b>  |
| PAPER NUMBER: | IIB – Question 1         |
| DATE:         | 3 <sup>rd</sup> May 2014 |
| TIME:         | 4:00 p.m. to 6:00 p.m.   |

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**WRITING TASK****(40 MARKS)****Write between 180 and 200 words on ONE of the following tasks:****You are advised to:**

- **pay attention to vocabulary, grammar, paragraphing, layout, spelling and punctuation;**
- **keep your writing to the number of words indicated. You will be penalised if you write less than 180 or more than 200 words.**

1. Write a short story for the school magazine starting in the following manner:  
'My sisters, Emma and Rachel, keep on blaming me for what happened on that day three months ago.'
2. Write an article for a young people's website entitled: 'Mobile phones should be allowed at school'.
3. Your Local Council is considering converting a big house in the locality *either* into a youth centre *or* a day centre for the elderly. You are Andrea Caruana (andrea@dmail.com). Write an email to the Mayor of your Local Council (mayor@apdcouncil.com) suggesting what the house should be used for.

Start your email like this:

|          |  |
|----------|--|
| To:      |  |
| From:    |  |
| Subject: |  |

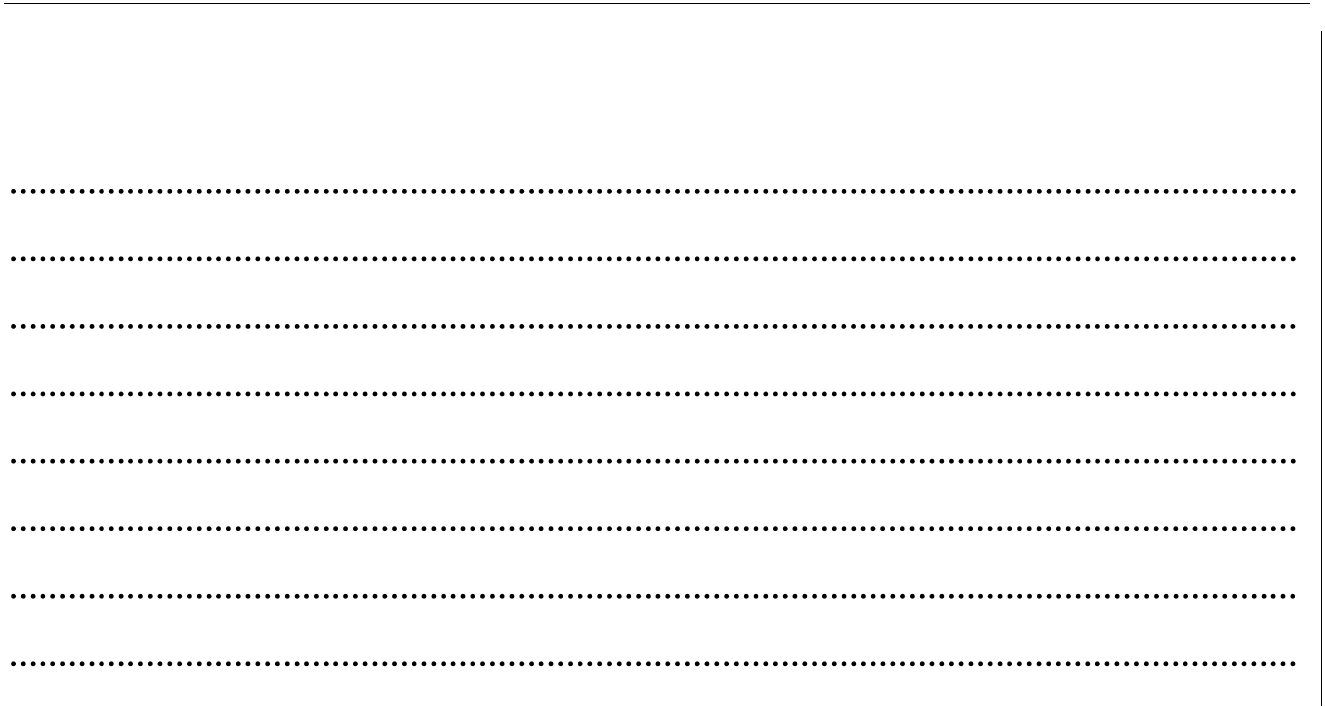


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DO NOT WRITE ABOVE THIS LINE

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USE THIS SPACE TO PLAN YOUR WRITING

MATRICULATION AND SECONDARY EDUCATION CERTIFICATE EXAMINATIONS BOARD  
UNIVERSITY OF MALTA, MSIDA

**SECONDARY EDUCATION CERTIFICATE LEVEL**

**MAY 2014 SESSION**

|               |                          |              |
|---------------|--------------------------|--------------|
| SUBJECT:      | <b>English Language</b>  | <b>TOTAL</b> |
| PAPER NUMBER: | IIA – Question 2         |              |
| DATE:         | 3 <sup>rd</sup> May 2014 |              |
| TIME:         | 4:00 p.m. to 6:00 p.m.   |              |

**READING COMPREHENSION**

**(50 MARKS)**

**PASSAGE 1**

**Read the following passage carefully and answer the questions that follow.**

**(26 marks)**

Most people hate commuting, the modern-day necessary evil of regularly travelling some distance between one's home and place of work. So why would anyone choose to build a lengthy commute into their lifestyle?

5 Marcus used to live in London, but moved to rural Suffolk to give his children a rural upbringing. In doing so, he created a commute of – on a good day – two hours and 45 minutes in one direction. On a bad day (for example, snow on the roads), it can take him anything up to three and a half hours from home to office.

10 The journey starts off by car – a quick spin through the lanes to the station. At 5.40 a.m. he hops on a single-engine train which rattles to Cambridge carrying exhausted-looking painter-decorators and builders – there are very few suits around at that unearthly hour. At Cambridge a speedy modern train takes him to King's Cross in London. From there, he has a 25-minute canal-side walk to his office.

15 Marcus has what he describes as a “portfolio” career and says that the journey – which breaks up into distinct chunks – allows him time to think about different tasks on each leg of the trip. His beautiful garden, his chickens, and the peace and tranquillity that surround his home-life contrast markedly with the noisy urban streetscape that awaits him each day in London. He enjoys having a foot in each location. The journey, he says, allows him time to make the transition from one to the other.

20 According to Lizzie Crowley of the Work Foundation, Marcus is officially an “extreme commuter”. Anyone whose return journey to work amounts to three hours and over fulfils this criterion. Perhaps Marcus deserves a new term altogether, such as “uber-commuter”.

25 A recent survey by the recruitment organisation, Randstad, showed that even though there has been a drop in the number of commuters as people lost their jobs, the recession has led to an increase in people travelling more than three hours a day. The survey, which looked at the commuting patterns of 2,000 workers between 2008 and 2013, found that almost one in ten respondents were now travelling for that period every day – compared with one in 20 previously.

“It’s difficult to unpick the reasons why this is happening,” says Crowley. “You could say it’s a response of highly skilled earners to a tougher labour market. They’ve expanded their job search to areas further from their home.”

30 Another more reluctant commuter who may fall into this bracket is James. He travels by car and train from Trowbridge in Wiltshire to Hook in Hampshire each morning – a door-to-door journey of around two hours and 30 minutes. He works as a consultant and his main client, who used to be based ten minutes from his home, moved their head offices to Hampshire.

35 Instead of relocating – which wouldn’t suit family life – James makes the journey almost daily. “If I had a choice,” he says, “ I’d like to not have such a long commute, but you just have to go where the work is in these tough times. The fact that I have a job is a good thing. I’d rather not do it, but it’s required.”

40 While many extreme commuters may find that the travelling time has no adverse impact on their health, Crowley warns of a “potential for extreme stress, chronic fatigue and an increased likelihood of developing indicators that might lead to a heart attack”.

Then there is the impact the commute can have on family life. Jane and Doug live in the Midlands and have three small children. When Doug was made redundant from a local job he found a new one over two hours’ drive away. The commute, as such, wasn’t a problem for him but it was proving very disruptive for family life.

45 Inevitably, Doug would arrive home just as his young brood were in the middle of the crucial bedtime routine, and order would quickly turn to chaos. Between them Jane and Doug decided it might be more sensible for Doug to stay away two nights a week. This he does, and it’s working well for the family.

**QUESTIONS ON PASSAGE 1**

1a. Underline the **most appropriate** title for this passage. (1 mark)

- (i) Commuting
- (ii) The Rise of the Extreme Commuter
- (iii) Commuter Differences

1b. Give a reason for your answer. (1 mark)

2. **In your own words**, give a reason why commuting is described as a *modern-day necessary evil* (line 1). (2 marks)

3. **In your own words**, explain why Marcus decided to live in Suffolk. (1 mark)

.....  
.....

4. What does the writer mean when he says that *there are very few suits around at that unearthly hour* (line 10)? (2 marks)

.....  
.....

5. List the **four** stages of Marcus's commute to work. (2 marks)

(i) .....  
(ii) .....  
(iii) .....  
(iv) .....

6. What does the writer mean when he says that Marcus *enjoys having a foot in each location* (lines 16-17)? (2 marks)

.....  
.....

7. Between lines 13 and 21 find **single** words that match the following meanings as used in the passage: (2 marks)

|                 |       |             |       |                          |
|-----------------|-------|-------------|-------|--------------------------|
| (i) definite    | ..... | (ii) change | ..... | <input type="checkbox"/> |
| (iii) satisfies | ..... | (iv) merits | ..... |                          |

8. What is the main difference in commuting patterns between 2008 and 2013? (1 mark)

.....  
.....

9. What does Crowley mean when she says that *It's difficult to unpick the reasons* (line 27)?  
(2 marks)

.....  
.....

10. Are the following sentences **True** or **False**? Circle True for the correct ones and False for the incorrect ones. Give a reason for each of your answers. (2 marks)

(i) James was not so willing to lengthen his commute.

(True/False) because .....

(ii) Doug spends two nights a week away from home not to be late for work.

(True/False) because .....

11. In a paragraph of **not less than 70 and not more than 80 words**, summarise the reasons for and effects of long commutes. **Use your own words.** (8 marks)

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Passage 1



## PASSAGE 2

Read the following passage carefully and answer the questions that follow. (24 marks)

5 I'm one of a team of more than 500 researchers in California exploring Mars by means of Curiosity, the most sophisticated robot ever sent to another planet. Curiosity is drilling a hole into a rock in Gale crater. This mammoth feat may not seem like proof of its sophistication. But **it** is. It took us ten years of engineering on Earth and six months of preparation on Mars to get to that rock. Drilling a five-centimetre-deep hole into it and extracting a baby-aspirin-size piece will take weeks more. We're doing it all to look for chemical evidence that life could once have existed on Mars.

10 I'm a geologist, and I do fieldwork on Earth. I usually head out with only a handful of other people. We drive into remote areas with four-wheel-drive trucks or get dropped off by small airplanes or helicopters. Then we walk a lot. To plan a field campaign takes months, not a decade, and when I want to sample a rock, I reach into my rucksack, grab my rock hammer, and knock off a piece. Sampling takes minutes, not weeks. Back in the lab we analyze samples in a few days rather than the months it takes Curiosity. On Earth as on Mars, doing fieldwork well takes a great deal of practice – but on Mars **it's** at a different level.

15 For starters, we need a bunch of brilliant engineers just to figure out how to wield the drill. At Caltech's Jet Propulsion Laboratory they practised for years on Curiosity's twin sister, testing tens of thousands of lines of computer code that command the two-metre robotic arm to make sure **they** could execute the hundreds of motions required to place a 30-kilogram drill as gently as a feather on a target the size of a pea. We drilled scores of real rocks, and then we made fake rocks and drilled those too, because we worried that the rocks might be different on Mars. We were certain the weather would be different. The daily 82 degrees Celsius temperature swings on Mars would cause the whole robot, including the drill bit, to expand and contract. So we had to figure out how to keep it from getting stuck. We worried too whether the powder produced by drilling would clump and clog the tiny tubes and sieves of our on-board chemical lab. We sweated over a lot of details.

25 Then, after we endured the notorious "seven minutes of terror" as the sky crane set Curiosity down lightly on Mars, we went through six months of hand wringing. We had to go easy with our brand-new 2.5 billion dollar vehicle. When I swing my hammer on Earth, every once in a while I miss and whack the hand that holds the chisel. Band-Aids and time usually solve the problem. On Mars we really don't want the drill to hit the robot, ever. The arm was built with as little slop as possible in the joints, and **those** thousands of lines of software were checked and checked again – but we still didn't know exactly how it would all work on Mars until we tried it. For one thing, gravity **there** is about one-third as strong as it is on Earth. And so, the dozens of activities we had practised already in California, we practised again on Mars, in very small steps. If working on Mars weren't so amazing, it would be enough to make you scream sometimes. But after six months we were ready to drill a rock.

35 We're not searching for life itself; **that** would take instruments even more advanced than Curiosity's. Its job is to help us figure out where a future mission should look for life. Since the surface of Mars today is not hospitable, we're hunting for ancient rocks that preserve records of a wetter, more Earth-like environment. We have to drill to find the good stuff. Drilling gets at material inside the rock that is less degraded and more likely to contain a faithful record of an ancient environment.

40

**QUESTIONS ON PASSAGE 2**

1. Why is Curiosity’s task described as a *mammoth feat* (line 3)? (2 marks)

.....  
.....

2. What do the writer and the other researchers hope to achieve by means of Curiosity’s work? (1 mark)

.....  
.....

3. List the **four** stages of fieldwork on both Earth and Mars. (2 marks)

(i) .....

(ii) .....

(iii) .....

(iv) .....

4. **In your own words**, explain what the writer means when he says that the drill would need to be placed *as gently as a feather on a target the size of a pea* (lines 17-18). (2 marks)

.....  
.....

5. List **four** things the engineers were concerned about when testing the drill. (2 marks)

(i) .....

(ii) .....

(iii) .....

(iv) .....

6. What does the writer mean when he says *We sweated over a lot of details* (line 23)? (2 marks)

.....  
.....

7. Write down **two part sentences of not more than five words each** which show that the writer's work caused him anxiety. (2 marks)

- (i) .....
- (ii) .....

8. For which **two** reasons was it important to practise using the drill on Mars? (2 marks)

- (i) .....
- (ii) .....

9. What will *the good stuff* (line 38) found by means of drilling show about Mars? (2 marks)

- .....
- .....

10. Between lines 14 and 40 find **single** words that are **opposite** in meaning to: (4 marks)

- |                       |                       |                          |
|-----------------------|-----------------------|--------------------------|
| (i) genuine .....     | (ii) monotonous ..... | <input type="checkbox"/> |
| (iii) primitive ..... | (iv) pure .....       |                          |

11. What do the words below refer to in the passage? (3 marks)

- |                            |                            |
|----------------------------|----------------------------|
| (i) it (line 3) .....      | (ii) it (line 13) .....    |
| (iii) they (line 16) ..... | (iv) those (line 29) ..... |
| (v) there (line 30) .....  | (vi) that (line 35) .....  |
- 

Passage 2

*Please turn the page.*

**WRITING TASK**

**(10 MARKS)**

You are Nicky Bonaci and you would like to watch a film on space exploration at the cinema. Write an email of between 60 and 80 words inviting your friend Amy to join you. Do not write more than 80 words. You will be penalised if you write less than 60 and more than 80 words.

|                 |                   |
|-----------------|-------------------|
| <b>From:</b>    | nbonaci@zmail.com |
| <b>To:</b>      | amy@qmail.com     |
| <b>Subject:</b> | Cinema            |

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Writing

MATRICULATION AND SECONDARY EDUCATION CERTIFICATE EXAMINATIONS BOARD  
UNIVERSITY OF MALTA, MSIDA

**SECONDARY EDUCATION CERTIFICATE LEVEL**

**MAY 2014 SESSION**

|               |                          |              |
|---------------|--------------------------|--------------|
| SUBJECT:      | English Language         | <b>TOTAL</b> |
| PAPER NUMBER: | IIB – Question 2         |              |
| DATE:         | 3 <sup>rd</sup> May 2014 |              |
| TIME:         | 4:00 p.m. to 6:00 p.m.   |              |

**READING COMPREHENSION**

**(50 MARKS)**

**PASSAGE 1**

**Read the following passage carefully and answer the questions that follow.**

**(27 marks)**

Earlier this year I received the *Journey of a Lifetime Award* from the Royal Geographical Society. It included a grant to cover expenses to record my African expedition for BBC Radio 4. My plan was to raft right through a chunk of Africa's most threatened jungle environment — the Upper Guinean forest belt.

5 I love rafting rainforests. This near silent method of travel is perfect for radio, but rivers are also among the best possible places to spot wildlife returning from the forest depths to feed, drink and socialise. This section of the Upper Guinean was one of the finest forests I had ever experienced. It was a storybook jungle, teeming with life.

10 On the fourth day, as my mind was fixed on finding a spot to string my hammock, a large crash in the canopy had me fumbling for my headphones and microphone. Sharp squeaks, followed by the almighty crunch of splintering branches, revealed a troupe of at least a dozen Diana monkeys. I was almost speechless. The Diana is a gloriously decorated threatened species — grey and red-rust coloured fur merging with white breast, black face and long black tail. I had hoped I might glimpse one but I had never imagined I would encounter so many, so close.

15 Ten more days into the journey down the river, I recorded a heart-stopping encounter with illegal diamond miners and endured an enormous storm that had threatened to flood my camp. I was almost certainly an unwelcome intruder when I stumbled upon the miners and for a moment it felt very dangerous. As luck would have it, they turned out to be huge fans of BBC radio. After a while, I found myself something of a guest of honour.

20 Some time after leaving the miners, I started to get sick. I had malaria, which, in this part of West Africa, kills more people than anything else. Even though I had taken precautions by taking the prophylaxis malarone, sleeping in a mosquito net and wearing mosquito repellent, there I lay, pouring with sweat but trembling with cold. As my headache developed into a fever I began to fret, not least because among the last words of warning given to me before heading solo into the bush was the tale of a  
25 woman who had complained of flu-like symptoms, not gone directly to hospital, and died 48 hours later.

I desperately needed to find my way to a hospital. In the morning I started to paddle out. My headache had worsened to the point that I could barely keep my eyes open in daylight. I had a terrible earache and

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the pain in my joints was bordering on the spectacular. I remember a woman shouting, then multiple hands on me as I was dragged from my raft. I might have been the first Westerner to arrive in the village in such a condition but this place was no stranger to what to do with people showing my symptoms. I was hauled through the forest to the nearest hospital. I survived thanks to a mix of luck, exceptional local support and money.

An estimated half a million African people will not be so fortunate this year.

**QUESTIONS ON PASSAGE 1**

1. Where is this passage most likely taken from? Underline the most appropriate answer. (1 mark)
- |                                   |                        |                          |
|-----------------------------------|------------------------|--------------------------|
| (i) An environmental science book | (ii) A medical journal | <input type="checkbox"/> |
| (iii) A travel diary              | (iv) A travel magazine |                          |

2a. What is the writer's job? (1 mark)

.....

2b. Give a reason for your answer. (1 mark)

.....

3. **In your own words**, give **two** reasons why the writer enjoys rafting rainforests. (2 marks)
- (i) .....
- (ii) .....

4. Give **one** reason why the writer was *speechless* (line 12). (1 mark)

.....

5. Give **four** facts about Diana monkeys mentioned in the passage. (2 marks)
- (i) .....
- (ii) .....
- (iii) .....
- (iv) .....

6. Write **two** part-sentences of not more than three words each which show that the writer was scared when he met the diamond miners. (1 mark)

(i) ..... (ii).....

7. Explain the meaning of the following as used in the passage: (2 marks)

(i) *teeming with life* (line 8).....

(ii) *an unwelcome intruder* (line 17).....

8. **In your own words**, explain why he became *something of a guest of honour* (line 19). (2 marks)

.....   
.....

9. List **six flu-like** symptoms of malaria mentioned in the passage. (3 marks)

(i) .....  
(ii) .....  
(iii) .....  
(iv) .....  
(v) .....  
(vi) .....

10. **In your own words**, explain why the writer *began to fret* (line 23). (2 marks)

.....   
.....

11. Write down **six** items the writer took with him on his expedition. (3 marks)

(i) ..... (ii).....

(iii) ..... (iv).....

(v) ..... (vi).....

12. Why do you think the woman mentioned in line 28 shouted? (1 mark)

.....

13. Why do you think the writer was *dragged* (line 29) from his raft? (1 mark)

.....

14. In what way will an estimated half a million people *not be so fortunate this year* (line 33)? (1 mark)

.....

.....

15. Are the following statements **True** or **False**? Circle True for the correct ones and False for the incorrect ones. Give a reason for each of your answers. (3 marks)

(i) The writer was alone when he got sick sometime after leaving the miners.

(True/False) because.....

(ii) The writer was the first person with malaria the villagers had encountered.

(True/False) because.....

(iii) It was solely the writer's luck that prevented him from dying.

(True/False) because.....

Passage 1



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**PASSAGE 2**

**Read the following passage carefully and answer the questions that follow.**

**(23 marks)**

Love them or loathe **them**, wheelie bins (litter bins on wheels) have become as much a part of English life as cups of tea and rainy summers. These wheeled receptacles are rarely out of the headlines.

5 Now Birmingham is in the process of introducing them. The council says a £30 million government grant means **it** can give two bins to every household. But critics of these wheeled containers say they clutter streets and are unsuitable for a city such as Birmingham which has a lot of terraced housing, meaning residents would have to wheel them through their homes, or store them permanently in front of **them**.

10 The councillor, who is in charge of waste for Ealing Council, in London, says, “You get the people who love them because they stop vermin like rats from getting to their rubbish — and you get lots of people who think they signal the end of the world.”

In Malvern, Worcestershire, original plans to give **them** to all households had to be abandoned over concerns that they would roll down the town’s famous hills.

15 In several towns and cities, the introduction of wheelie bins has also coincided with rubbish collections dropping from weekly to fortnightly. In Hinckley, Leicestershire, the strength of feeling was such that when the wheelie bins were introduced in 2004, residents marched to the council’s offices — with their bins in tow.

20 And over the decades, the seedy side of them has also emerged. In 2007, South Yorkshire Police said inhaling toxic wheelie bin fumes had become the “drug of choice” for teenagers, and several murder victims had also been found dumped in wheelie bins. Some residents found their bins were even spying on **them** after councils in some areas, including Bristol, started using microchips to monitor how much rubbish homes were throwing away. Building fires have also been started by arsonists setting the bins alight. Moreover, campaigners warn that wheelie bins can become obstacles in Britain’s already-cluttered streets and can be particularly hard to negotiate for parents with pushchairs, disabled people and those with sight problems.

25 Kevin Golding-Williams, from the pedestrian campaign group *Living Streets*, says, “You also hear a lot about rows with neighbours — people who have taken the wrong wheelie bin and others who have put rubbish in the wrong bin.”

30 But there are lots of people who love wheelie bins — not least businesses that have emerged because of their existence. From wheelie bin cleaners to firms that make wooden huts to cover them and stickers that identify which houses **they** belong to, everything has become a business opportunity. British Bins Ltd, for instance, sells wheelie bins to individuals who want their own, even if their local councils do not provide them. One way or another, wheelie bins have definitely made their mark on Britain.

**QUESTIONS ON PASSAGE 2**

1. Write down **two** words found between lines 1 and 10 that have the same meaning as *bins*. (1 mark)

(i) ..... (ii).....

2. Explain the meaning of the following as used in the passage. (3 marks)

(i) *have become as much a part of English life as cups of tea and rainy summers* (lines 1-2).

.....  
.....

(ii) *rarely out of the headlines* (line 2).

.....

3. Write one fact from the passage that we learn about: (1 mark)

(i) Birmingham .....

(ii) Malvern .....

4. Between lines 3 and 16 find **single** words that mean the **opposite** of the following: (3 marks)

(i) supporters..... (ii) appropriate .....

(iii) for a short period of time..... (iv) kept.....

(v) rising ..... (vi) withdrawn.....

5. **In your own words**, explain why residents in Hinckley marched to the local council with bins. (2 marks)

.....  
.....

6. What do the words below refer to in the passage? (3 marks)

(i) them (line 1)..... (ii) it (line 4).....

(iii) them (line 7)..... (iv) them (line 11).....

(v) them (line 20)..... (vi) they (line 30).....

7a. Underline the correct answer. The writer is: (1 mark)

(i) in favour of wheelie bins

(ii) against wheelie bins

(iii) neither in favour nor against wheelie bins

7b. Provide a reason for your answer. (1 mark)

.....

8. What does the writer mean by *One way or another* (line 32)? (2 marks)

.....

9. List **eight** arguments against wheelie bins mentioned in the passage. (4 marks)

(i) .....

(ii) .....

(iii) .....

(iv) .....

(v) .....

(vi) .....

(vii).....

(viii).....

10. Write down **two** benefits of wheelie bins mentioned in the passage. (2 marks)

(i) .....

(ii) .....

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| Passage 2 |
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