

**SECONDARY EDUCATION CERTIFICATE LEVEL
MAY 2015 SESSION**

SUBJECT:	English Language
PAPER NUMBER:	I – Part 1 (a) Listening Comprehension
DATE:	21 st March 2015

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 point 1 (found in the table below) before you read each text for the first time, point 3 (found in the table below) after you have read each text for the first time and point 5 (found in the table below) after you have read each text for the second time. 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.*

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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 Shops*. Today we will talk about the pharmacy-led health and beauty group, Boots.

Boots has its roots in the mid-nineteenth century when John Boot, an agricultural worker, moved to Nottingham to start a new business. He opened a small herbalist store on Goose Gate in 1849, from which he prepared and sold herbal remedies. His business soon proved popular, especially with the working poor of Nottingham's new industries who could not afford the services of a doctor. After John's death in 1860, his widow, Mary, continued trading with the help of her young son, Jesse, who became a full partner when he was 21. The store continued to flourish, and in 1877, Jesse took sole control.

Jesse's talent for business was soon evident. He expanded the range of products he sold to include proprietary medicines and household necessities. He bought stock in bulk and sold his goods much cheaper than his competitors, advertising under the slogan 'Health for a Shilling'. Customers flocked to buy his affordable products and his turnover increased rapidly, allowing him to move into larger premises on Goose Gate in 1881. This was followed by yet more shops in Nottingham and then, in 1884, Jesse's first shops in Lincoln and Sheffield. In the same year he employed his first qualified pharmacist to dispense medicines and oversee the recruitment of others, enhancing the professional reputation of the company. The Boots name soon became synonymous with quality, value and service.

Jesse had ambitions for Boots to become a nationwide chain. Therefore, he began acquiring new premises and also some pharmacy chains. The store network grew rapidly: in 1890 he had just 10 stores and by 1914 this had risen to over 550 stores throughout England, Scotland and Wales.

Following the First World War, Jesse, who was approaching his seventieth birthday and increasingly incapacitated by arthritis, decided to retire in 1920. Later, he sold Boots to the United Drug Company of America. In 1933, John Boot, Jesse's son, who believed passionately that Boots should offer exceptional customer service, introduced new initiatives such as 24-hour opening times to serve the public better. He also continued his parents' tradition of staff welfare – improving working conditions, reducing hours and introducing pensions for all employees.

Following the Second World War, the company continued to expand its manufacturing and research capabilities. Self-service was introduced to stores in the 1950s and international export and manufacturing businesses were strengthened.

More recent decades have seen the introduction of several successful brands and new business ventures such as Boots Opticians. On the 31st July 2006, Boots became part of Alliance Boots. By the middle of 2013, Boots product brands were available for purchase in over 20 countries worldwide.

Examiner reads out the following:

Text B

Hello and welcome to our hop-on-hop-off bus tour of Bath.

Spend time sightseeing in Bath and be thrilled by this renowned Georgian city. Few places share such impeccable historic credentials – with its diversity of museums, irresistible shopping and quality restaurants – you will never be short of things to do in Bath. Sightseeing in this amazing city is an incredibly enjoyable experience for all ages. So, sit back, relax and let us show you the sights!

Designated a World Heritage site by UNESCO, Bath is home to some of the finest architectural sights in Europe, such as the Royal Crescent, Pulteney Bridge and the Circus alongside one of the largest tourist attractions in South West England – The Roman Baths. For over 2,000 years, bathing in Bath's mineral rich waters has attracted visitors from far and wide. Today you can combine old with new, visiting the Roman Baths Museum, the finest Roman remains in Britain, and then enjoying the natural thermal waters at Thermae Bath Spa.

You may wish to hop off the tour bus to visit Bath's fifteenth century Abbey and climb the 212 steps of the tower for a panoramic view of the whole city. This sightseeing bus tour in Bath on our distinctive red buses represents a marvellous way to see this incredible city for the first time, to get your bearings and to visit many of the major sights in a relatively short time.

Follow in the footsteps of Bath's most famous resident, Jane Austen, as you stroll along Great Pulteney Street or through the Royal Crescent before visiting the eighteenth century Assembly Rooms featured in her novel *Persuasion*.

No visit to Bath is complete without sampling a fine afternoon tea. So hop off at the grandiose Pump Room or the quaint Sally Lunn's to round off a day of sightseeing.

The bright red, open-top buses stop conveniently at all the major attractions, so you don't have to miss anything on our Bath sightseeing tour.

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

**SECONDARY EDUCATION CERTIFICATE LEVEL
MAY 2015 SESSION**

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CANDIDATE’S PAPER – TEXT A

SESSION 1

FAMOUS SHOPS – BOOTS

1. What do the following refer to? (5 marks)

- a. 1849 _____
- b. 21 _____
- c. 1881 _____
- d. 10 _____
- e. 1920 _____

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. John Boot was originally a pharmacist.
(True / False) because _____
- b. The working poor in Nottingham went to John Boot’s store instead of calling a doctor.
(True / False) because _____
- c. In 1877 Jesse was still a partner.
(True / False) because _____
- d. Jesse’s stores were found only in Nottingham.
(True / False) because _____
- e. Jesse’s son, John, worked hard on improving staff welfare.
(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)

Self-service was introduced.	
Boots product brands can be bought worldwide.	
Boots was sold to the United Drug Company of America.	
24-hour opening times were introduced.	
Boots became part of Alliance Boots.	

CANDIDATE’S PAPER – TEXT B

SESSION 1

ENGLISH TOWNS AND CITIES

Total

1. Fill in the grid with information you have just listened to.

(8 marks)

a.	a well-known Georgian city
b.	an incredibly enjoyable experience
c.	a large tourist attraction in the South West of England
d.	the place where there are the finest Roman remains in Britain
e.	the century when the Abbey was built
f.	the number of steps of the Abbey’s tower
g.	Jane Austen
h.	<i>Persuasion</i>

2. Match the items in Column A with the items in Column B according to what you have listened to. The first one has been done for you.

(7 marks)

A		B	
a	sightseeing		unobstructed
b	architectural sight		eye-catching
c	shopping in Bath		afternoon tea
d	view from the tower		city orientation
e	thermal waters	a	hop-on-hop-off
f	red buses		the Royal Crescent
g	bus tour		tempting
h	Sally Lunn’s		spa

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EXAMINER'S PAPER

SESSION 2

INSTRUCTIONS FOR CONDUCTING THE LISTENING COMPREHENSION

Before the session, you are to:

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This is the procedure:

- 1. You have three minutes to read the questions.**
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- 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 Shops*. Today we will talk about Selfridges, a chain of high-end department stores in the United Kingdom.

In 1906, Harry Gordon Selfridge arrived in London from Chicago with his heart set on opening his dream store. He founded Selfridges, which opened on the 15th March 1909. The flagship store on London's Oxford Street is the second largest shop in the UK.

The basis of Mr Selfridge's success was his relentlessly innovative marketing, elaborately expressed in his Oxford Street store. He tried to make shopping a fun adventure instead of a chore. He put merchandise on display so customers could examine it, put the highly profitable perfume counter front-and-centre on the ground floor, and established policies that made it safe and easy for customers to shop – techniques that have been adopted by modern department stores the world over.

It is popularly believed that Selfridge coined the phrase 'the customer is always right', and Selfridge used it regularly in his extensive advertising. He attracted shoppers with educational and scientific exhibits and was himself interested in education and science. He believed that the displays would introduce potential new customers to Selfridges, generating both immediate and long-term sales.

In 1909, after the first cross-Channel flight, a monoplane was exhibited at Selfridges, where it was seen by 12,000 people. The first television set was demonstrated to the public from the first floor of Selfridges between the 1st and 27th April 1925.

In the 1920s and 1930s, the roof of the store hosted terraced gardens, cafés and a mini golf course. The roof, with its spectacular views across London, was a popular place for strolling after a shopping trip and was often used for fashion shows. During the Second World War, the store was bombed but survived comparatively undamaged.

In September 1998, Selfridges expanded and opened a department store in the newly-opened Trafford Centre in Greater Manchester. Following its success, Selfridges opened an additional bigger store in Exchange Square, Manchester city centre and an even bigger store in Birmingham's Bull Ring in 2002 and 2003 respectively.

In October 2009, Selfridges revived its rooftop entertainment with the opening of The Restaurant on the Roof. In 2012, the Big Rooftop Tea and Golf Party featured 'the highest afternoon tea on Oxford Street'.

Harry Gordon Selfridge's spirit of innovation and creativity lives on through its owners today. The only store to be named the Best Department Store in the World three times, Selfridges today is a shopping experience that promises to surprise, amaze and amuse its customers by delivering extraordinary customer experiences. And, to this day, as Harry Gordon Selfridge said, 'Everyone is welcome'.

Examiner reads out the following:

Text B

Hello and welcome to our hop-on-hop-off bus tour of Brighton.

The Brighton sightseeing tour will expose those tourist attractions that offer panoramic views across the city that will excite people from every walk of life. Our open-top bus tours enable you to discover Brighton and its renowned seafront.

Thank you for hopping on and joining our tour, which will give you a flavour of the city and which also offers a thoroughly entertaining commentary with fascinating facts and figures that even some of the locals don't know! The tour offers you the opportunity to remain on the comfortable and convenient bus for the entire loop, listening to the informative audio commentary, or to hop on and off at each attraction. Here's some information about Brighton.

The coastal resort of Brighton started off as a place for rest and healing. And considering how many people still come here to be restored, it must be true. With everything from the lavish Royal Pavilion to antiques-filled alleys and a pier full of amusement arcades, Brighton is an English delight. Once favoured by fun-loving *King George IV, the seaside resort of Brighton has long been a fashionable haunt for London's party people. London's eighteenth century fashion for sea water cures transformed **Brighthelmstone, the small fishing village, into the elegant beach resort of Brighton. King George IV even built his summer residence here, the Indian-inspired Royal Pavilion, which was completed in the early nineteenth century.

Modern-day Brighton is more buzzing than ever: lively bars, shops, cafés, and gourmet restaurants line the streets, and Brighton's world-famous nightlife keeps the city dancing until dawn.

You can start with the full 100-minute open-top double-decker bus tour to give you an overview. The hop-on-hop-off ticket for the tour is valid for 24 hours. There's even a pre-recorded English commentary that will point out all the highlights of Brighton. The bright red buses stop conveniently for all the major attractions, so you don't have to miss anything on our Brighton sightseeing tour!

*** To be read as: King George the fourth**

**** To be read as: Brighthelm-stone**

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**CANDIDATE'S PAPER – TEXT A
FAMOUS SHOPS – SELFRIDGES**

SESSION 2

1. What do the following refer to? (5 marks)

- a. 1906 _____
- b. 12,000 _____
- c. 1925 _____
- d. 1998 _____
- e. 2009 _____

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. Harry Gordon Selfridge opened his store by chance.
(True / False) because _____
- b. The most important Selfridges store is in Oxford Street.
(True / False) because _____
- c. Harry Gordon Selfridge's techniques were successful.
(True / False) because _____
- d. Harry Gordon Selfridge believed that advertising was not necessary.
(True / False) because _____
- e. The store was completely destroyed during the Second World War.
(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)

Rooftop entertainment was brought back to life.	
A Selfridges store was opened in Exchange Square, Manchester City Centre.	
A big Rooftop Tea and Golf Party took place in Oxford Street.	
The roof of the store in Oxford Street hosted terraced gardens, cafés and a mini golfcourse.	
A store was opened in Birmingham's Bull Ring.	

CANDIDATE’S PAPER – TEXT B

SESSION 2

ENGLISH TOWNS AND CITIES

Total

1. Fill in the grid with information you have just listened to. (8 marks)

a.	a place for rest and healing
b.	a fun-loving king
c.	Brighthelmstone
d.	the century when the Royal Pavilion was completed
e.	what keeps the city dancing
f.	the length of the bus tour
g.	a king’s summer residence
h.	validity period of ticket

2. Match the items in Column A with the items in Column B according to what you have listened to. The first one has been done for you. (7 marks)

A		B	
a	sightseeing tour		comfortable and convenient
b	panoramic view		cures
c	Brighton’s sea front		pre-recorded
d	buses	a	hop-on-hop-off
e	fashionable hangout		overview of the city
f	sea water		interesting to all types of people
g	bus tour		London’s party people
h	commentary		popular

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EXAMINER'S PAPER

SESSION 3

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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 Shops*. Today we will talk about Harrods, an upmarket department store located in London.

The store occupies a 20,000 square metre site and has over 90,000 square metres of selling space, making it the biggest department store in Europe and one of the most distinguished names in the world. The Harrods motto is 'All Things for All People, Everywhere'.

Seven floors and 330 departments showcase the best of luxury merchandise, from high-end fashion and accessories to the finest homewares and the latest technology. There are also 28 in-store restaurants. Customers enjoy a wealth of exclusive services, such as By Appointment Personal Shopping and The Penthouse, a private suite dedicated to personalized service in a beautiful environment.

The founder of Harrods, Charles Henry Harrod, established his business in 1824, at the age of 25. The business was located south of the River Thames in *Southwark. In 1849, to escape the vice of the inner city and to capitalise on trade to the Great Exhibition of 1851 in nearby Hyde Park, Harrod took over a small shop in the Brompton Road on the site of the current store. Beginning in a single room employing two assistants and a messenger boy, Harrod's son, Charles Digby Harrod, built the business into a thriving retail operation selling medicines, perfumes, stationery, fruit and vegetables. Harrods rapidly expanded, acquired the adjoining buildings, and employed one hundred people by 1880.

However, the store's booming fortunes were reversed in early December 1883 when it burnt to the ground. Remarkably, in view of this calamity, Charles Harrod fulfilled all of his commitments to his customers to make Christmas deliveries that year – and made a record profit in the process. In a short time, a new building was erected on the same site, and soon Harrods extended credit for the first time to its best customers, among them Oscar Wilde, Charlie Chaplin and many members of the British Royal Family.

On Wednesday, 16th November 1898, England's first 'moving staircase' – the escalator – was introduced by Harrods in its Brompton Road stores. Nervous customers were offered brandy at the top to revive them after their 'ordeal'.

Since 1989, Harrods has had a dress code policy and has turned away several people who it believed were not dressed appropriately. These included a soldier in uniform, a woman with a mohican haircut, and a team of footballers in tracksuits. People are still not allowed to enter the store if they are wearing swimwear, if they have bare feet, if they are excessively sweaty, or if they are wearing dirty or unkempt clothing.

Harrods remains a complex of attractions showing great architecture, 5-star service and high quality goods.

*** To be read as: suth-uhk**

Examiner reads out the following:

Text B

Hello and welcome to our hop-on-hop-off bus tour of Liverpool.

Explore the home town of The Beatles with our sightseeing tour of Liverpool, a city which is renowned for its glorious maritime history, musical heritage, two of the Premiership's biggest football teams and two majestically different cathedrals.

Our open-top double-decker tour provides spectacular 360-degree panoramic views of the city and highlights key attractions, enabling you to make the most of your stay. Hop on and off at your leisure at any of the stops which are conveniently located along the tour route.

Spend time by the River Mersey and take a boat trip and see the attractions and exhibitions on offer, such as *Spaceport*, *The Beatles Story* and *The U-Boat Story* which takes place on board a real German U-Boat. The famous Tate Liverpool is also not to be missed. Take time out in this peaceful space and view international modern and contemporary artworks.

For gifts and souvenirs, visit the magnificent India Building with its elegant arcade of shops. The India Building was completed in 1932. During the Second World War it was badly damaged and was eventually restored to re-open in 1952. Or hop off at Liverpool One where there are so many things to do and see. It has over 140 stores to choose from, eateries and occasional live entertainment, such as samba drummers and carnival dancers, which create a fabulous atmosphere.

Visit Matthew Street, the home of the world renowned Cavern Club, where The Beatles famously performed. Hop off at the Metropolitan Cathedral. Marvel at its resplendent beauty and soak up the spiritual atmosphere of this remarkable building. The stunning Anglican Cathedral offers breathtaking views from its tower, inspirational worship space and opportunities to enjoy outstanding music both during services and at recitals.

Thank you for joining us. You may hop off as many times as you need with your 24-hour ticket and enjoy the city to the full.

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**CANDIDATE’S PAPER – TEXT A
FAMOUS SHOPS – HARRODS**

SESSION 3

1. What do the following refer to? (5 marks)

- a. 90,000 square metres _____
- b. 330 _____
- c. 28 _____
- d. 1824 _____
- e. 1851 _____

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. Harrods is the biggest department store in the world.
(True / False) because _____
- b. The store showcases fashion and accessories exclusively.
(True / False) because _____
- c. Present-day Harrods is situated in Brompton Road.
(True / False) because _____
- d. When it first opened, the first store consisted of several rooms.
(True / False) because _____
- e. The way you dress and look is not important when visiting Harrods.
(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 first escalator was introduced by Harrods.	
Harrods burnt to the ground.	
Famous people and Royalty became customers of Harrods.	
The store was rebuilt.	
Charles Harrod made a record profit that Christmas.	

CANDIDATE’S PAPER – TEXT B

SESSION 3

Total

ENGLISH TOWNS AND CITIES

1. Fill in the grid with information you have just listened to.

(8 marks)

a.	the river that passes through Liverpool
b.	one exhibition in Liverpool
c.	the place where contemporary artworks are on show
d.	the year when the India Building was completed
e.	the year when the India Building was reopened
f.	the number of stores at Liverpool One
g.	the place where The Beatles used to perform
h.	tower

2. Match the items in Column A with the items in Column B according to what you have listened.

The first one has been done for you.

(7 marks)

A		B	
a	sightseeing tour		restful place
b	Liverpool		carnival dancing
c	bus tour		24 hours
d	Tate Liverpool	a	hop-on-hop-off
e	India Building		gives prominence to main attractions
f	Liverpool One		mystical atmosphere
g	Metropolitan Cathedral		known for musical heritage
h	bus ticket		damaged in the Second World War

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EXAMINER'S PAPER

SESSION 4

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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 Shops*. Today we will talk about Marks and Spencer, also known as M&S.

Marks and Spencer is a major British multinational retailer headquartered in the City of Westminster, London. It specialises in the selling of clothing, home products and luxury food products.

The company was founded by a partnership between Michael Marks, who was born into a Polish-Jewish family, and Thomas Spencer, a cashier from the market town of Skipton, in North Yorkshire. Tom Spencer's lively and intelligent second wife, Agnes, helped improve Marks' English. In 1894, when Marks acquired a permanent stall in the covered market in Leeds, he invited Spencer to become his partner.

In 1901, Marks moved to the Birkenhead open market. Michael Marks and Thomas Spencer were allocated stalls 11 and 12 in the centre aisle in 1903, and there they opened their famous Penny Bazaar. The company left Birkenhead Market on the 24th February 1923.

The next few years saw Michael Marks and Tom Spencer open market stalls in many locations around the North West of England. They moved the original Leeds Penny Bazaar to 20, Cheetham Hill Road, Manchester.

Marks and Spencer made its reputation in the early twentieth century with a policy of only selling British-made goods. It only started to back down from this policy in the 1990s. It entered into long-term relationships with British manufacturers, and sold clothes and food under the St Michael brand that was introduced in 1928. The brand honours Michael Marks. It also accepted the return of unwanted items, giving a full cash refund if the receipt was shown, no matter how long before the product had been purchased, which was unusual for the time. It adopted a 90-day returns policy in 2005 and on the 12th April 2009 the refund policy changed to 35 days.

In 1939, when the Second World War broke out, the company had to face many challenges. Goods and employees were scarce, and M&S stores were under enemy fire. Yet in 1941, M&S staff raised a huge sum of money to pay for a Spitfire fighter called *The Marksman*.

The company put its main emphasis on quality. The uncompromising attitude towards customer relations was summarised by the 1953 slogan: 'The customer *is* always and completely right!'

From a Penny Bazaar at Leeds market, M&S has grown to become an international, multi-channel retailer. It can now be found in Europe, Canada and Asia leading the way with products across food and fashion.

Examiner reads out the following:

Text B

Hello and welcome to our hop-on-hop-off bus tour of Oxford.

Home to the oldest university in Britain, Oxford is famous as an architectural marvel. On this hop-on-hop-off bus tour, you'll get fantastic views of its honey-coloured buildings as well as tantalising glimpses of the hushed courtyards of its many colleges. Gaze at the beautiful buildings comprising *Worcester College, St. Peter's College and many more. Visit the international award winning Oxford Castle Heritage area and you'll pass by the Ashmolean, the Sheldonian and the historic Carfax junction. Our Oxford bus tour will introduce you to this vibrant and cultured city.

There are plenty of things to do and see in historical Oxford. Hop off at the Pitt Rivers Museum, William Morris's Original Workshop and the Bodleian Library. Gaze at Hertford Bridge, which is often referred to as The Bridge of Sighs because of its supposed similarity to the bridge of the same name in Venice. However, Hertford Bridge bears a closer resemblance to the Rialto Bridge in the same city.

If you are looking for souvenirs and bargains you may wish to hop off at Gloucester Green Bus Station for shopping either in the Covered Market or in Westgate Shopping Centre. Perhaps you may wish to amble along the River Thames Walk, relax by Oxford Canal or visit the Botanic Gardens. Punting activities can be found at **Magdalen Bridge.

There are plenty of places to dine and relax in, including The Eagle and Child Pub which was the old meeting place for The Inklings – an informal literary discussion group associated with the University of Oxford. Oxford offers numerous bars where you can wind down and clubs where you can dance the night away. Or perhaps you may wish to watch live music or attend a performance at The New Theatre, The Sheldonian Theatre or The Play House Theatre.

With 30 stops along the tour route, you are free to hop on and off at your leisure so that you can make the most of your stay. The tour also includes a pre-recorded commentary available in English, French, Spanish, Italian and Chinese.

*** Pronounced: wɒstə**

**** To be read as: maudlin**

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

**SECONDARY EDUCATION CERTIFICATE LEVEL
MAY 2015 SESSION**

SUBJECT:	English Language	Total
PAPER NUMBER:	I – Part 1 (a) Listening Comprehension	
DATE:	21 st March 2015	

**CANDIDATE’S PAPER – TEXT A
FAMOUS SHOPS – MARKS AND SPENCER**

SESSION 4

1. What do the following refer to? (5 marks)

- a. 1894 _____
- b. 1901 _____
- c. 11 _____
- d. 2009 _____
- e. 1939 _____

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. Marks and Spencer was founded by Michael Marks only.
(True / False) because _____
- b. Michael’s origins were not British.
(True / False) because _____
- c. Thomas Spencer enabled Michael to improve his English.
(True / False) because _____
- d. Thomas and Michael’s stalls were only found in Leeds.
(True / False) because _____
- e. Marks and Spencer only sold British made goods throughout the twentieth century.
(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)

Marks and Spencer grew to become an international retailer.	
A refund policy adopted by Marks and Spencer was unusual for the time.	
A slogan ‘The customer <i>is</i> always and completely right’ was coined.	
A large sum of money was raised by Marks and Spencer staff for a spitfire fighter.	
The St Michael Brand was introduced in 1928.	

CANDIDATE’S PAPER – TEXT B

SESSION 4

ENGLISH TOWNS AND CITIES

Total

1. Fill in the grid with information you have just listened to.

(8 marks)

a.	a bridge in Venice
b.	Gloucester Green Bus Station
c.	the river that passes through Oxford
d.	where you can find punting activities
e.	The Eagle and Child Pub
f.	a literary discussion group
g.	The Play House Theatre
h.	the number of stops of the bus tour

2. Match the items in Column A with the items in Column B according to what you have listened to. The first one has been done for you.

(7 marks)

A		B	
a	sightseeing tour		multilingual
b	Oxford		shopping centre
c	college courtyards		introduces a bustling city
d	Oxford Castle Heritage		striking architecture
e	bus tour		quiet
f	Westgate		global award
g	The Sheldonian		live music
h	commentary	a	hop-on-hop-off

**SECONDARY EDUCATION CERTIFICATE LEVEL
MAY 2015 SESSION**

SUBJECT:	English Language
PAPER NUMBER:	I – Part 1 (a) Listening Comprehension
DATE:	21 st March 2015

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 point 1 (found in the table below) before you read each text for the first time, point 3 (found in the table below) after you have read each text for the first time and point 5 (found in the table below) after you have read each text for the second time. 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 Shops*. Today we will talk about Fortnum and Mason, often shortened to just Fortnum's, a department store situated in central London, with an additional store at St Pancras railway station.

William Fortnum was a footman in the royal household of Queen Anne. The Royal Family's insistence on having new candles every night meant a lot of half-used wax which William Fortnum promptly resold for a tidy profit. The enterprising William Fortnum also had a sideline business as a grocer. He convinced his landlord, Hugh Mason, to be his associate, and they founded the first Fortnum and Mason store in Mason's small shop in St James's Market in 1707. In 1761, William Fortnum's grandson, Charles, went into the service of Queen Charlotte and the Royal Court connection led to an increase in business. Fortnum and Mason claims to have invented the Scotch egg in 1738. The store began to stock speciality items, namely ready-to-eat luxury meals.

During the Napoleonic Wars, the emporium supplied dried fruit, spices and other preserves to the British officers, and during the Victorian era it was frequently called upon to provide food for prestigious Court functions. Queen Victoria even sent shipments of Fortnum and Mason's concentrated beef tea to Florence Nightingale's hospitals during the Crimean War.

In 1886, after having bought the entire stock of five cases of a new product made by H. J. Heinz, Fortnum and Mason became the first store in Britain to stock tins of baked beans.

Nowadays, Fortnum and Mason is famed for its loose-leaf tea and its world-renowned luxury picnic hampers, which the store first distributed to Victorian high society for events such as the Henley Regatta and Ascot Races. These hampers – which contain luxury items such as Stilton cheese, champagne, quails' eggs and smoked salmon – remain popular today, especially at Christmas time.

In 1964, a four-ton clock was installed above the main entrance of the store as a tribute to its founders. Every hour, 1.2 metre-high models of William Fortnum and Hugh Mason emerge and bow to each other, with chimes and eighteenth century music playing in the background.

The store underwent a refurbishment in 2007 as part of its tercentenary celebrations. In March 2012, the Queen made her first official visit to Fortnum and Mason and opened the Jubilee Tea Room on the top floor. In November 2013, for the first time since 1707, Fortnum's opened a new store in the UK at St Pancras International Station.

Fortnum and Mason opened its first store outside Britain in Dubai on the 21st March 2014.

Examiner reads out the following:

Text B

Hello and welcome to our hop-on-hop-off bus tour of *Bournemouth.

Explore the perfect British seaside town of Bournemouth from the top of a double-decker bus.

Bournemouth lies in the heart of Dorset on the South Coast and has seven miles of golden sand and sparkling sea. The vibrant cosmopolitan town has it all – a vast variety of shops, restaurants, theatres and shows plus a buzzing night life. It is home to beautiful parks and Bournemouth Gardens which are split into three areas of Victorian beauty.

You can hop on and off at your leisure at the conveniently located stops which lie along the route. For your convenience, this bus tour of Bournemouth provides 26 sightseeing stops at some of Bournemouth's most interesting places. The first and last stop of the tour is at Bournemouth Pier, with a variety of main and request stops in between. You may join the tour at any of the stops on our route, but please wave down the driver as the bus is approaching.

There are plenty of things to do in Bournemouth. Boscombe Pier is home to Europe's first artificial surf reef. Take a boat to Swanage from Bournemouth Pier, spend time at the Oceanarium or hire a bike from Kool Cycle Hire found on the beach front. Shopaholics will be delighted by The Square in Bournemouth town centre and charmed by the independent shops and boutiques. Hop off at the Art Gallery which houses collections of international status and offers a variety of talks and events, including workshops for children.

Then hop off and take a stroll along the promenade or spend the evening enjoying a meal or drink in the lively town centre. There are many things to do and see. Our tour highlights all the best attractions and helps you to make the most of your stay.

Hop on and hop off the bus as often as you please at any of the bus stops on the route and see and enjoy all the best sights Bournemouth has to offer.

***Pronounced: born+məθ**

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

**SECONDARY EDUCATION CERTIFICATE LEVEL
MAY 2015 SESSION**

SUBJECT:	English Language	Total
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DATE:	21 st March 2015	

CANDIDATE'S PAPER – TEXT A

SESSION 5

FAMOUS SHOPS – FORTNUM AND MASON

1. What do the following refer to? (5 marks)

- a. 1707 _____
- b. 1738 _____
- c. 5 _____
- d. 1964 _____
- e. 1.2 metres _____

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. There are two Fortnum and Mason stores in England.
(True / False) because _____
- b. William Fortnum lost money from selling wax.
(True / False) because _____
- c. Business increased as a result of Charles Fortnum's job at the Royal Court.
(True / False) because _____
- d. Tinned baked beans were first produced by Fortnum and Mason.
(True / False) because _____
- e. Nowadays Fortnum and Mason is famous for fashion.
(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 Queen made her first official visit to Fortnum and Mason.	
During the Victorian era Fortnum's provided food for Court functions.	
The first Fortnum and Mason store outside Britain was opened in Dubai.	
A new Fortnum and Mason store at St Pancras International Station was opened.	
During the Napoleonic Wars Fortnum's supplied preserves to British officers.	

CANDIDATE’S PAPER – TEXT B

SESSION 5

ENGLISH TOWNS AND CITIES

Total

1. Fill in the grid with information you have just listened to.

(8 marks)

a.	the perfect British seaside town
b.	the number of miles of golden sand
c.	the number of sightseeing stops on the tour
d.	Bournemouth Pier
e.	Boscombe Pier
f.	Swanage
g.	a place from where you can hire a bike
h.	a place where workshops for children can be held

2. Match the items in Column A with the items in Column B according to what you have listened to. The first one has been done for you.

(7 marks)

A		B	
a	sightseeing tour		important globally
b	Bournemouth		The Square
c	town		full of life
d	bus driver		in the centre of Dorset
e	shopaholics		multicultural
f	art collection		gives prominence to main attractions
g	town centre		hail
h	bus tour	a	hop-on-hop-off

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

**SECONDARY EDUCATION CERTIFICATE LEVEL
MAY 2015 SESSION**

SUBJECT:	English Language
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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 point 1 (found in the table below) before you read each text for the first time, point 3 (found in the table below) after you have read each text for the first time and point 5 (found in the table below) after you have read each text for the second time. 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 Shops*. Today we will talk about Clarks, a British, international shoe manufacturer and retailer which was founded in 1825 by brothers Cyrus and James Clark.

It all began with a flash of inspiration. James Clark was busy working at the tannery owned by his brother, Cyrus, in the Somerset village of Street. Among the sheepskin rugs, left-over pieces of leather were piling up when James had a brainwave: "Slippers!" A few stitches and a few years later, the sheepskin slipper was born. It was the very first Clarks shoe and the opening chapter in a remarkable story that continues to unfold to this day.

The company's best known product is the desert boot – a distinctive ankle high boot with soles usually made out of suede leather. The desert boot was designed by Nathan Clark, a great-grandson of James Clark, based on an unlined suede boot produced in the bazaars of Cairo and worn by British officers in the Second World War.

In 1941, Nathan Clark was assigned to the army and was stationed in Burma. Before he left home, his brother Bancroft had given him the mission to gather any information on footwear that might be of use to the company whilst he was travelling the world in the army. The desert boot was the result of this mission.

His discovery of the desert boot was made either at Staff College in 1944 or while he was on leave in Kashmir in 1945. Nathan sent sketches and rough patterns back to Bancroft, but no trials were made until after he returned to Street and cut the patterns himself. Nathan was successful with the shoe only after introducing it to the Fashion Editor of the magazine *Esquire*, at the Chicago Shoe Fair in 1949. Officially launched in 1950, the new shoes were sold across the USA, long before they were available in the UK.

The desert boot was initially sold in Britain through shops in Regent Street, featuring a Union Jack sewn into the label. Lance Clark is widely credited with popularising them in Europe during the 1960s.

The company, meanwhile, has stayed firmly rooted in the village of Street. In modern times, new technology, state-of-the-art facilities and the company's love of shoes have made Clarks the world's largest casual and smart shoe company and the fourth largest footwear company on the planet. It is found in India with 25 stores and has also been launched in China where it has 400 outlets.

Clarks have come a long way since Cyrus and James Clark. But their vision and passion live on in every pair of shoes that is created, making Clarks a global brand. The Company has 1,000 branded stores around the world.

Examiner reads out the following:

Text B

Hello and welcome to our hop-on-hop-off bus tour of Cardiff.

As the youngest and fastest growing capital city in Europe, there are few places as vibrant and lively as Cardiff. Cardiff is home to many leading famous attractions, such as the Millennium Stadium, Cardiff Castle, The National Museum of Wales, and the beautiful tranquil Alexandra Gardens. As a result, sightseeing in this remarkable city is a hugely enjoyable experience. Hop off at Cardiff Bay and see this fantastic new development and the fascinating Cardiff Barrage which offers entertainment for everyone.

Spend time sightseeing in Cardiff and visit Wales Millennium Centre, one of the world's iconic arts and cultural destinations. Move on to Mermaid Quay, a major waterfront development for a wide range of places to eat and drink. Don't miss *Techniquet*, the captivating hands-on Science Exhibition Centre for all ages.

Cardiff is well known for its incredible shopping opportunities. You'll be amazed by the vast array of popular high street stores and three indoor shopping centres which are surrounded by many independent stores in and around the city. The Cardiff sightseeing tour on one of our unmistakable red, open-topped double-decker buses also provides you with the chance to visit Cardiff's prestigious Edwardian Arcades which house a mix of designer boutiques, cafés, arts and crafts shops, specialist food shops and music shops.

Comfortable and convenient, the tour offers you the chance to remain on the bus for the entire loop, listening to a commentary by our informative and experienced tour guide, or to hop on and off as many times as you like at each attraction.

There are 11 stops in total, and the entire route takes approximately 50 minutes. The bus departs every 30 minutes from each stop so you don't have to miss anything on our Cardiff sightseeing tour! Tickets are valid for 24 hours from first use.

Thank you for choosing our sightseeing tour. We hope you will enjoy it!

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

**SECONDARY EDUCATION CERTIFICATE LEVEL
MAY 2015 SESSION**

SUBJECT:	English Language	Total
PAPER NUMBER:	I – Part 1 (a) Listening Comprehension	
DATE:	21 st March 2015	

CANDIDATE’S PAPER – TEXT A

SESSION 6

FAMOUS SHOPS – CLARKS

1. What do the following refer to? (5 marks)

- a. 1825 _____
- b. 1945 _____
- c. 1950 _____
- d. 400 _____
- e. 1,000 _____

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 first Clarks shoes were invented by Cyrus Clark.
(True / False) because _____
- b. The company’s best-known shoes are its slippers.
(True / False) because _____
- c. Nathan Clark was a soldier.
(True / False) because _____
- d. Bancroft sketched and cut the patterns of the desert boot.
(True / False) because _____
- e. The desert boot was first sold in the UK.
(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)

Clarks expanded to India and China.	
The desert boot was invented.	
The desert boot was first sold through shops in Regent Street.	
Clarks became a global brand.	
Lance Clark made the desert boot famous in Europe.	

CANDIDATE’S PAPER – TEXT B

SESSION 6

ENGLISH TOWNS AND CITIES

Total

1. Fill in the grid with information you have just listened to. (8 marks)

a.	the youngest capital in Europe
b.	peaceful gardens
c.	a cultural destination
d.	a major waterfront development
e.	<i>Techniquet</i>
f.	a place in the city where you can find shopping and entertainment
g.	the number of stops of the bus tour
h.	how long the bus tour lasts

2. Match the items in Column A with the items in Column B according to what you have listened to. The first one has been done for you. (7 marks)

A		B	
a	sightseeing tour		an unbelievable opportunity
b	sightseeing in Cardiff		live
c	Cardiff Barrage		30 minutes
d	shopping in Cardiff		entertainment for everyone
e	red buses		24 hours
f	commentary		a pleasurable experience
g	bus departure		distinctive
h	bus ticket	a	hop-on-hop-off

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

**SECONDARY EDUCATION CERTIFICATE LEVEL
MAY 2015 SESSION**

SUBJECT:	English Language
PAPER NUMBER:	I – Part 1 (a) Listening Comprehension
DATE:	21 st March 2015

EXAMINER'S PAPER

SESSION 7

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 point 1 (found in the table below) before you read each text for the first time, point 3 (found in the table below) after you have read each text for the first time and point 5 (found in the table below) after you have read each text for the second time. 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 Shops*. Today we will talk about Liberty, a department store in Regent Street, based in the West End shopping district of Central London.

Arthur Liberty was born in Chesham, Buckinghamshire, in 1843. He was employed at Farmer and Rogers in Regent Street in 1862, the year of the International Exhibition at Kensington in London. In 1874, Arthur decided to start a business of his own, believing that he could change the look of homewares and fashion. With a two-thousand-pound loan from his future father-in-law, Arthur Liberty took on the lease of half a shop in Regent Street with only three members of staff.

The shop opened in 1875 selling ornaments, fabric and art objects from Japan and the East. Within eighteen months, Arthur Liberty had repaid the loan and acquired the second half of the shop in Regent Street. As the business grew, neighbouring properties were bought and added.

In 1885, another building in Regent Street was acquired and housed the ever-increasing demand for carpets and furniture. Arthur Liberty named the property Chesham House after the place in which he grew up. The store became the most fashionable place to shop in London and iconic Liberty fabrics were used for both clothing and furnishings.

In the 1890s, Arthur Liberty built strong relationships with many leading English designers. The store became one of the most prestigious in London.

In the 1920s, a magnificent Tudor building was built so that trading could continue while renovations were being completed on the other premises. In 1924, this incredible icon was constructed from the timbers of two ships: HMS *Impregnable* and HMS *Hindustan*.

Arthur Liberty wanted to create the feeling that you were walking around your own home when you came to his store. Sadly, Arthur Liberty died in 1917, seven years before the completion of his magnificent shop.

In the 1950s, Liberty continued its tradition for fashionable and eclectic design. All departments in the shop had a collection of both contemporary and traditional designs. New up-and-coming designers were promoted and often included those still reflecting the Liberty passion for handcrafted work. In 1955, Liberty began opening several regional stores in other UK cities.

The 1960s brought about a passion for fashion. Extravagance and luxury were fundamental in the look for both men and women and Eastern influences, once again, were the inspiration for society.

In 1975, Liberty celebrated its centenary. This was heralded by a major exhibition at the Victoria and Albert Museum. In 1996, all department stores outside London were closed down. Today Liberty is the leading destination store in London, a wonderful emporium where the latest fashions sit alongside design classics. Arthur Liberty's intuitive vision and spirit continues today in the iconic Tudor building.

Examiner reads out the following:

Text B

Hello and welcome to our hop-on-hop-off bus tour of Cambridge.

Thank you for hopping on one of our unmistakable red, open-topped double-decker buses. Enjoy the sights and sounds of Cambridge and be thrilled by this renowned English university city – a city that is welcoming as it is delightful. Let us show you all the things to see, from the historic city centre to the world famous Backs and the River Cam.

Comfortable and convenient, the tour offers you the chance to remain on the bus for the entire loop, listening to our pre-recorded informative English commentary, or to hop on and off at each attraction. Hop on and off as many times as you like. There are 16 stops and the entire route takes approximately 1 hour, not including the walking tour. The bus departs every 30 minutes from each stop.

You may like to be inspired by the museums and art galleries and admire the beautiful architecture and majestic college buildings. Explore quaint passages set around the historic market place and colleges, where a unique and relaxing shopping experience can be had. Here, a blend of independent shops mingles with high street brands. In the evening relax in the many beautiful pubs, restaurants and cafés, or catch a student theatrical production or attend a show at the Arts Theatre. See live music or comedy at the Corn Exchange.

Don't miss the apple tree that jolted Isaac Newton into formulating the laws of gravity. Wander through the hushed courtyards of the colleges that nurtured England's finest minds and try your hand at punting along the River Cam – all within easy reach of your double-decker tour of Cambridge.

The bright red, open-top buses stop conveniently for all the major attractions, so you don't have to miss anything on our Cambridge sightseeing tour!

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

**SECONDARY EDUCATION CERTIFICATE LEVEL
MAY 2015 SESSION**

SUBJECT:	English Language	Total
PAPER NUMBER:	I – Part 1 (a) Listening Comprehension	
DATE:	21 st March 2015	

CANDIDATE'S PAPER – TEXT A

SESSION 7

FAMOUS SHOPS – LIBERTY

1. What do the following refer to? (5 marks)

- a. 1843 _____
- b. 1874 _____
- c. 3 _____
- d. 1955 _____
- e. 1975 _____

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. Arthur Liberty's aim for his new business was to modify the way homewares and fashion were presented.
(True / False) because _____
- b. Liberty's first shop sold British-made goods only.
(True / False) because _____
- c. By 1885 carpets and furniture had become very popular.
(True / False) because _____
- d. Arthur Liberty fondly remembered the place where he grew up.
(True / False) because _____
- e. In the 1950s Liberty stores could be found outside London.
(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)

Liberty became the leading destination store in London.	
The Tudor building was built from the timber of two ships.	
The store became one of the most prestigious in London.	
All departments in the shop catered for contemporary and traditional tastes.	
Arthur Liberty died.	

CANDIDATE’S PAPER – TEXT B

SESSION 7

Total

ENGLISH TOWNS AND CITIES

1. Fill in the grid with information you have just listened to.

(8 marks)

a.	the number of stops on the tour
b.	how long the tour takes
c.	the time interval of the buses’ departure
d.	where a unique shopping experience can be had
e.	the Corn Exchange
f.	apple tree
g.	one of the places where you can relax
h.	you can go punting here

2. Match the items in Column A with the items in Column B according to what you have listened to. The first one has been done for you.

(7 marks)

A		B	
a	sightseeing tour		worthwhile
b	Cambridge		attractive and old-fashioned
c	city centre		easily reached from bus stops
d	bus tour		famous English university city
e	commentary	a	hop-on-hop-off
f	passages around market		quiet
g	college courtyards		pre-recorded
h	main attractions		historic

MATRICULATION AND SECONDARY EDUCATION CERTIFICATE EXAMINATIONS BOARD
UNIVERSITY OF MALTA, MSIDA
SECONDARY EDUCATION CERTIFICATE LEVEL
MAY 2015 SESSION

SUBJECT: **English Language**
PAPER NUMBER: I – Part 1 Conversation
DATE: 23rd March 2015

EXAMINER’S PAPER (10 marks)
CONVERSATION – VISUAL PROMPT SESSION 1

INSTRUCTIONS TO EXAMINERS

- Use Session 1A and Session 1B with an equal number of candidates.
- The visual prompts for Session 1A and 1B are found on page 4.
- Ask all candidates questions 1 and 2 on the visuals.
- Ask all candidates two questions of your choice from questions 3 to 5 on the topic.
- Ask all candidates either question 6a or 6b for their opinion on the topic.
- Do not ask any other questions that do not appear in the paper.
- If the candidate’s responses are brief, ask all three questions (3-5) to ensure that the candidate is engaged in conversation long enough (about 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 the questions.

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

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.

TEENAGERS AND THEIR SHOPPING PREFERENCES

Greet the candidate and hand out the candidate’s paper.

Tell the candidate: Take a look at these pictures about teenagers and their shopping preferences. *Proceed to ask these two questions:*

1. Talk about what you can see in the picture.
2. Now look at the diagram. What information does it give you about teenagers?

Tell the candidate: Now let’s move away from the pictures and talk about yourself. *Proceed to ask TWO of these questions:*

3. Do you like to go shopping? (Why / Why not?)
4. Where do you like to shop for clothes? (Why?)
5. Would you rather go shopping alone or with someone? (Why?)

Ask the candidate ONE of these questions:

- 6a. Do you think that grownups and teenagers shop for different things? (If yes, why? / If no, why not?)
- 6b. Do you think that people can become addicted to shopping? (If yes, why? / If no, why not?)

CONVERSATION – ROLE PLAY **1A**

INSTRUCTIONS TO EXAMINERS

- Use Session A and Session B with an equal number of candidates.
- 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.
- When the candidate is ready, collect their paper.

Explain to the Candidate:

The main news item on TV is the heavy rain that has caused a lot of damage to a number of houses which are situated in a valley.

You meet your friend and you tell him/her all about it.

In this situation, I will play the role of your friend.

Examiner: Hi (name of candidate). I was told that it rained heavily last night, especially in the valley. Have you heard?

Candidate (1): Confirm. Briefly relate how you got to know about the heavy rain.

Examiner: That was a heavy downpour indeed. Do you know how the people who live there were affected by the storm?

Candidate (2): Reply in the affirmative and describe the damage caused to people's property as a result of the heavy rain.

Examiner: Oh dear, I would really have panicked. What did they do?

Candidate (3): Talk about what people did to minimize the damage to their houses.

Examiner: Such storms can be so dangerous. Were the people prepared for such bad weather?

Candidate (4): Reply in the negative and mention one drawback of living in houses which are situated in a valley.

Examiner: Yes, that is very true. So, what do you suggest?

Candidate (5): Suggest what could be done to help these people.

Examiner: Yes, that's a good idea.

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CONVERSATION – ROLE PLAY **1B**

INSTRUCTIONS TO EXAMINERS

- Use Session A and Session B with an equal number of candidates.
- 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.
- When the candidate is ready, collect their paper.

Explain to the Candidate:

The main news item on a news website is about a fire that broke out in the countryside, damaging a farm.

You meet your friend and you tell him/her all about it.

In this situation, I will play the role of your friend.

Examiner: Hi (name of candidate). I heard that there was a raging fire in the countryside yesterday.

Candidate (1): Confirm and briefly relate what happened.

Examiner: How horrible. Was there a lot of damage?

Candidate (2): Reply in the affirmative and describe the damage caused to both the fields and to a nearby farm.

Examiner: Oh dear, that is terrible. What did the people on the farm do?

Candidate (3): Talk about how the people on the farm controlled the fire in the fields and the farm.

Examiner: That was dangerous. Were the people on the farm equipped for such a situation?

Candidate (4): Reply in the negative. Mention one drawback of being on a farm if a fire breaks out.

Examiner: Yes, that is very true. So, what do you suggest?

Candidate (5): Suggest what precautions could be taken to ensure safety in the case of a fire.

Examiner: Yes, that's a good idea.

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CONVERSATION – VISUAL PROMPT 1A

picture

diagram



teenagers and their shopping preferences



CONVERSATION – VISUAL PROMPT 1B

picture

diagram



teenagers and their shopping preferences



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

SECONDARY EDUCATION CERTIFICATE LEVEL

MAY 2015 SESSION

SUBJECT: **English Language**
PAPER NUMBER: I – Part 1 Conversation
DATE: 23rd March 2015

CANDIDATE'S PAPER

(10 marks)

CONVERSATION – ROLE PLAY 1A

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

SITUATION:

The main news item on TV is the heavy rain that has caused a lot of damage to a number of houses which are situated in a valley.

You meet your friend and you tell him/her all about it.

In this situation, the examiner will play the role of your friend.

Examiner:

Candidate (1): Confirm. Briefly relate how you got to know about the heavy rain.

Examiner:

Candidate (2): Reply in the affirmative and describe the damage caused to people's property as a result of the heavy rain.

Examiner:

Candidate (3): Talk about what people did to minimize the damage to their houses.

Examiner:

Candidate (4): Reply in the negative and mention one drawback of living in houses which are situated in a valley.

Examiner:

Candidate (5): Suggest what could be done to help these people.

Examiner:

PLEASE HAND BACK THE SHEET

CANDIDATE'S PAPER

(10 marks)

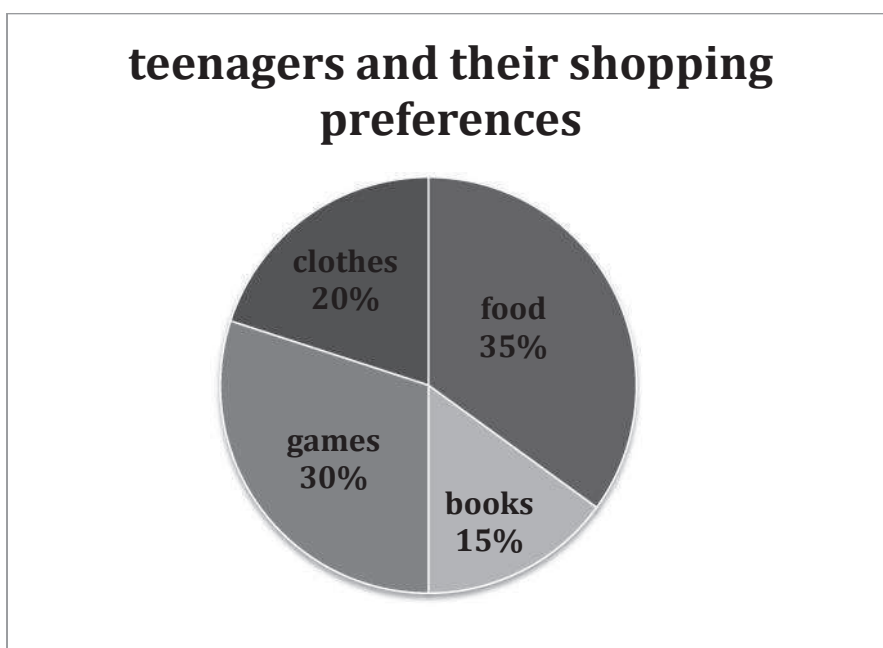
CONVERSATION – VISUAL PROMPT 1A

Look at the following:

picture



diagram



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

SECONDARY EDUCATION CERTIFICATE LEVEL

MAY 2015 SESSION

SUBJECT: **English Language**
PAPER NUMBER: I – Part 1 Conversation
DATE: 23rd March 2015

CANDIDATE’S PAPER

(10 marks)

CONVERSATION – ROLE PLAY 1B

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

SITUATION:

The main news item on a news website is about a fire that broke out in the countryside, damaging a farm.

You meet your friend and you tell him/her all about it.

In this situation, the examiner will play the role of your friend.

Examiner:

Candidate (1): Confirm and briefly relate what happened.

Examiner:

Candidate (2): Reply in the affirmative and describe the damage caused to both the fields and to a nearby farm.

Examiner:

Candidate (3): Talk about how the people on the farm controlled the fire in the fields and the farm.

Examiner:

Candidate (4): Reply in the negative. Mention one drawback of being on a farm if a fire breaks out.

Examiner:

Candidate (5): Suggest what precautions could be taken to ensure safety in the case of a fire.

Examiner:

PLEASE HAND BACK THE SHEET

CANDIDATE'S PAPER

(10 marks)

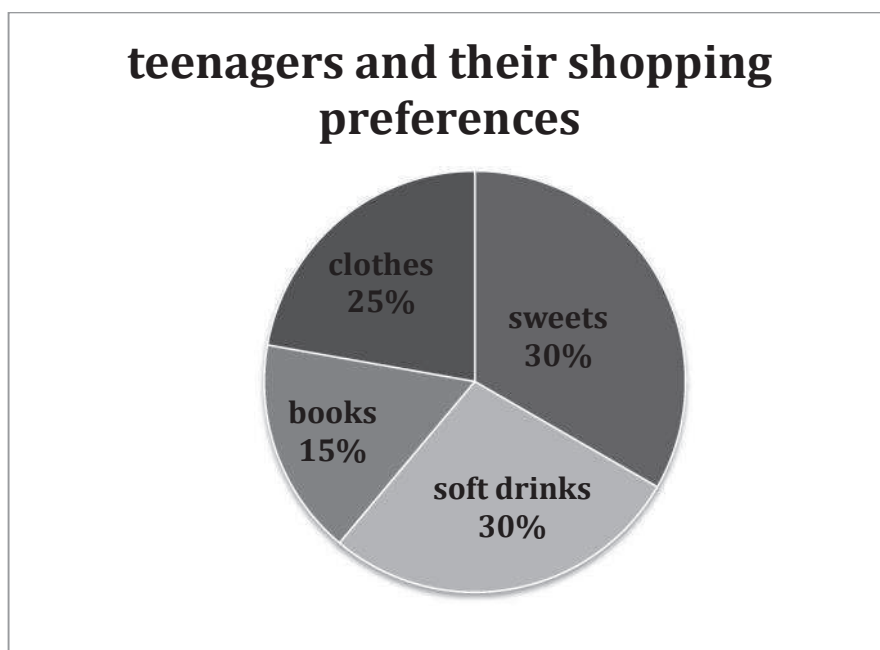
CONVERSATION – VISUAL PROMPT 1B

Look at the following:

picture



diagram



MATRICULATION AND SECONDARY EDUCATION CERTIFICATE EXAMINATIONS BOARD
UNIVERSITY OF MALTA, MSIDA
SECONDARY EDUCATION CERTIFICATE LEVEL
MAY 2015 SESSION

SUBJECT: **English Language**
PAPER NUMBER: I – Part 1 Conversation
DATE: 24th March 2015

EXAMINER’S PAPER (10 marks)
CONVERSATION – VISUAL PROMPT **SESSION 2**

INSTRUCTIONS TO EXAMINERS

- Use Session 2A and Session 2B with an equal number of candidates.
- The visual prompts for Session 2A and 2B are found on page 4.
- Ask all candidates questions 1 and 2 on the visuals.
- Ask all candidates two questions of your choice from questions 3 to 5 on the topic.
- Ask all candidates either question 6a or 6b for their opinion on the topic.
- Do not ask any other questions that do not appear in the paper.
- If the candidate’s responses are brief, ask all three questions (3-5) to ensure that the candidate is engaged in conversation long enough (about 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 the questions.

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

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.

TEENAGERS AND THEIR FAVOURITE FOOD

Greet the candidate and hand out the candidate’s paper.

Tell the candidate: Take a look at these pictures about teenagers and their favourite food.

Proceed to ask these two questions:

1. Talk about what you can see in the picture.
2. Now look at the diagram. What information does it give you about teenagers?

Tell the candidate: Now let’s move away from the pictures and talk about yourself. *Proceed to ask TWO of these questions:*

3. Do you like the traditional food of your country? (If yes, say why you like it. / If no, why not?)
4. What is your favourite drink? Why do you like it so much?
5. Do you check food labels before you buy any food items? (If yes, why? / If no, why not?)

Ask the candidate ONE of these questions:

- 6a. Do you think that grownups and teenagers like to eat different food? (If yes, why? / If no, why not?)
- 6b. Do you think that healthy food will become more popular than junk food in the future? (If yes, why? / If no, why not?)

CONVERSATION – ROLE PLAY **2A**

INSTRUCTIONS TO EXAMINERS

- Use Session A and Session B with an equal number of candidates.
- 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.
- When the candidate is ready, collect their paper.

Explain to the Candidate:

A new library has opened in your town.

You meet your friend and you tell him/her all about it.

In this situation, I will play the role of your friend.

Examiner: Hi (name of candidate). I have just got to know that a new library was inaugurated in your town last Saturday. Do you know about it?

Candidate (1): Reply in the affirmative. Inform your friend that you attended the inauguration ceremony and briefly relate what happened on that occasion.

Examiner: That is wonderful! Do you like the library?

Candidate (2): Talk about the new library and what makes it special.

Examiner: Who is going to be the new librarian?

Candidate (3): Describe the new librarian and say why you think he/she will do a good job.

Examiner: The library sounds like a great place. Has there ever been anything similar to this in your town?

Candidate (4): Reply in the negative. Mention one reason why it took so long to get a library.

Examiner: Oh I see. What could be done to encourage people to use it?

Candidate (5): Suggest ways of encouraging people to use the library.

Examiner: Yes, that's a good idea.

PLEASE ENSURE THAT YOU COLLECT THE CANDIDATE'S PAPER

CONVERSATION – ROLE PLAY **2B**

INSTRUCTIONS TO EXAMINERS

- Use Session A and Session B with an equal number of candidates.
- 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.
- When the candidate is ready, collect their paper.

Explain to the Candidate:

You have just been to the opening of an animal shelter in your town.

You meet your friend and you tell him/her all about it.

In this situation, I will play the role of your friend.

Examiner: Hi (name of candidate). I heard that there's an animal shelter in your town. Where exactly is it situated?

Candidate (1): Talk about the new animal shelter and where it is situated.

Examiner: Have you been there yet?

Candidate (2): Reply in the affirmative. Inform your friend that you spent a morning helping there. Briefly relate what you did.

Examiner: I too would really like to go there one of these days. Who is in charge of the place?

Candidate (3): Describe the person in charge and say why he/she was chosen.

Examiner: The opening of an animal shelter is such a great initiative. Has there ever been anything similar to this in your town?

Candidate (4): Reply in the negative. Mention one reason why it took so long to get an animal shelter.

Examiner: Oh I see. What could I do to help the animal shelter?

Candidate (5): Suggest one way of raising funds for the animal shelter.

Examiner: Yes that's a good idea. I will do that.

PLEASE ENSURE THAT YOU COLLECT THE CANDIDATE'S PAPER

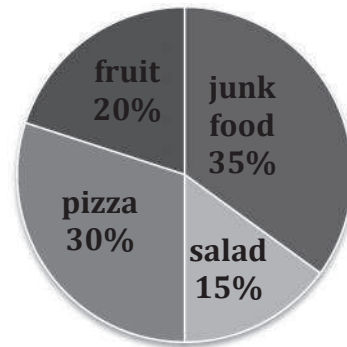
CONVERSATION – VISUAL PROMPT 2A

picture



diagram

teenagers and their favourite food



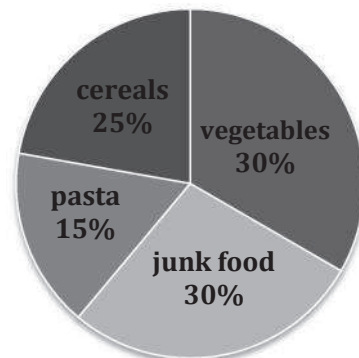
CONVERSATION – VISUAL PROMPT 2B

picture



diagram

teenagers and their favourite food



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

SECONDARY EDUCATION CERTIFICATE LEVEL

MAY 2015 SESSION

SUBJECT: **English Language**
PAPER NUMBER: I – Part 1 Conversation
DATE: 24th March 2015

CANDIDATE'S PAPER

(10 marks)

CONVERSATION – ROLE PLAY 2A

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

SITUATION:

A new library has opened in your town.

You meet your friend and you tell him/her all about it.

In this situation, the examiner will play the role of your friend.

Examiner:

Candidate (1): Reply in the affirmative. Inform your friend that you attended the inauguration ceremony and briefly relate what happened on that occasion.

Examiner:

Candidate (2): Talk about the new library and what makes it special.

Examiner:

Candidate (3): Describe the new librarian and say why you think he/she will do a good job.

Examiner:

Candidate (4): Reply in the negative. Mention one reason why it took so long to get a library.

Examiner:

Candidate (5): Suggest ways of encouraging people to use the library.

Examiner:

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CANDIDATE'S PAPER

(10 marks)

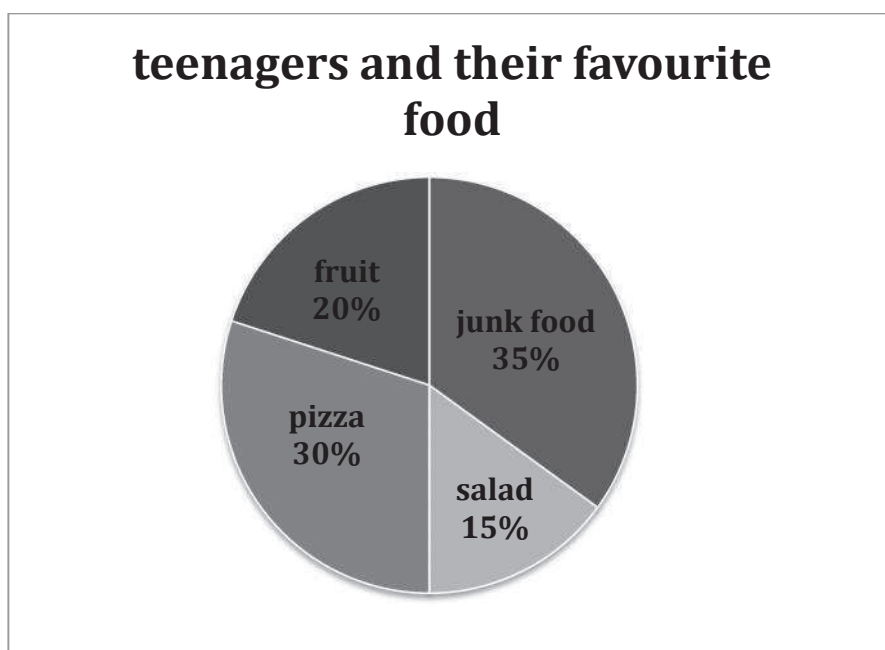
CONVERSATION – VISUAL PROMPT 2A

Look at the following:

picture



diagram



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

SECONDARY EDUCATION CERTIFICATE LEVEL

MAY 2015 SESSION

SUBJECT: **English Language**
PAPER NUMBER: I – Part 1 Conversation
DATE: 24th March 2015

CANDIDATE'S PAPER

(10 marks)

CONVERSATION – ROLE PLAY 2B

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

SITUATION:

You have just been to the opening of an animal shelter in your town.

You meet your friend and you tell him/her all about it.

In this situation, the examiner will play the role of your friend.

Examiner:

Candidate (1): Talk about the new animal shelter and where it is situated.

Examiner:

Candidate (2): Reply in the affirmative. Inform your friend that you spent a morning helping there. Briefly relate what you did.

Examiner:

Candidate (3): Describe the person in charge and say why he/she was chosen.

Examiner:

Candidate (4): Reply in the negative. Mention one reason why it took so long to get an animal shelter.

Examiner:

Candidate (5): Suggest one way of raising funds for the animal shelter.

Examiner:

PLEASE HAND BACK THE SHEET

CANDIDATE'S PAPER

(10 marks)

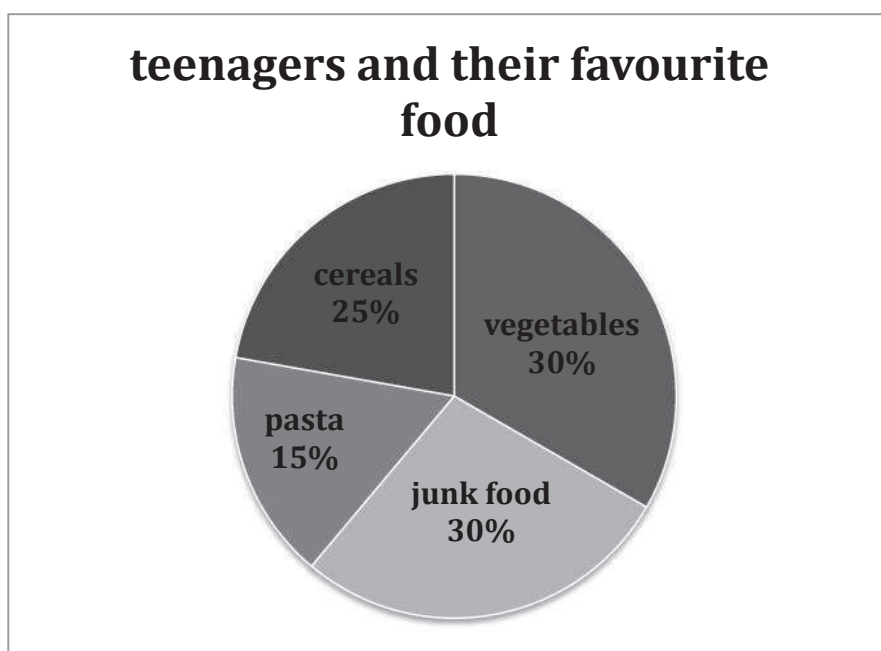
CONVERSATION – VISUAL PROMPT 2B

Look at the following:

picture



diagram



MATRICULATION AND SECONDARY EDUCATION CERTIFICATE EXAMINATIONS BOARD
UNIVERSITY OF MALTA, MSIDA
SECONDARY EDUCATION CERTIFICATE LEVEL
MAY 2015 SESSION

SUBJECT: **English Language**
PAPER NUMBER: I – Part 1 Conversation
DATE: 25th March 2015

EXAMINER'S PAPER (10 marks)
CONVERSATION – VISUAL PROMPT **SESSION 3**

INSTRUCTIONS TO EXAMINERS

- Use Session 3A and Session 3B with an equal number of candidates.
- The visual prompts for Session 3A and 3B are found on page 4.
- Ask all candidates questions 1 and 2 on the visuals.
- Ask all candidates two questions of your choice from questions 3 to 5 on the topic.
- Ask all candidates either question 6a or 6b for their opinion on the topic.
- Do not ask any other questions that do not appear in the paper.
- If the candidate's responses are brief, ask all three questions (3-5) to ensure that the candidate is engaged in conversation long enough (about 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 the questions.

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

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.

TEENAGERS AND THEIR FAVOURITE SPORTS

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

Tell the candidate: Take a look at these pictures about teenagers and their favourite sports.

Proceed to ask these two questions:

1. Talk about what you can see in the picture.
2. Now look at the diagram. What information does it give you about teenagers?

Tell the candidate: Now let's move away from the pictures and talk about yourself. *Proceed to ask TWO of these questions:*

3. Do you prefer watching or participating in sports? (Why?)
4. Is there any other sport you would like to practise? (If yes, which sport and why? / If no, why not?)
5. Which sports appeal to you least? (Why?)

Ask the candidate ONE of these questions:

- 6a. Do you think that grownups and teenagers practise different sports? (If yes, why? / If no, why not?)
- 6b. Do you think that dangerous sports should be banned? (If yes, why? / If no, why not?)

CONVERSATION – ROLE PLAY 3A**INSTRUCTIONS TO EXAMINERS**

- Use Session A and Session B with an equal number of candidates.
- 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.
- When the candidate is ready, collect their paper.

Explain to the Candidate:

Rough winds and seas have caused considerable damage to the small fishing village where you live. You meet your friend who was not in Malta during the storm and you tell him/her all about it. In this situation, I will play the role of your friend.

Examiner: Hi (name of candidate). I've just been told of the rough seas that the Maltese Islands experienced over the weekend.

Candidate (1): Confirm and briefly relate what you experienced during this storm.

Examiner: That is bad news indeed. Did your village suffer any damage?

Candidate (2): Reply in the affirmative and describe the damage caused by the rough winds and seas to the small fishing village where you live.

Examiner: I would have panicked. What did the fishermen and villagers do?

Candidate (3): Talk about what the fishermen and villagers did.

Examiner: Such rough seas can cause so much damage. Is the fishing village prepared to deal with such rough weather?

Candidate (4): Reply in the negative. Mention one drawback of living in a small fishing village during rough weather.

Examiner: Yes, that is very true. So, what do you suggest?

Candidate (5): Suggest what could be done to minimize the damage caused by rough weather.

Examiner: Yes, that's a good idea.

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CONVERSATION – ROLE PLAY 3B**INSTRUCTIONS TO EXAMINERS**

- Use Session A and Session B with an equal number of candidates.
- 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.
- When the candidate is ready, collect their paper.

Explain to the Candidate:

You witness an accident at sea involving a tourist.

You meet your friend and you tell him/her all about it.

In this situation, I will play the role of your friend.

Examiner: Hi (name of candidate). I've been told that you witnessed a terrible accident at sea this morning. Is that so?

Candidate (1): Confirm and briefly relate what you were doing at the time of the accident.

Examiner: Was anyone hurt in this accident?

Candidate (2): Reply in the affirmative. Describe how a tourist was injured in the accident.

Examiner: What was done to help the tourist?

Candidate (3): Talk about how the tourist was rescued and helped.

Examiner: Was the beach equipped for this kind of accident?

Candidate (4): Reply in the negative. Mention one drawback of this beach when such accidents occur.

Examiner: Yes, that is so true. So, what do you suggest?

Candidate (5): Suggest how safety measures and rescue operations on this beach could be improved.

Examiner: Yes, that's a good idea.

PLEASE ENSURE THAT YOU COLLECT THE CANDIDATE'S PAPER

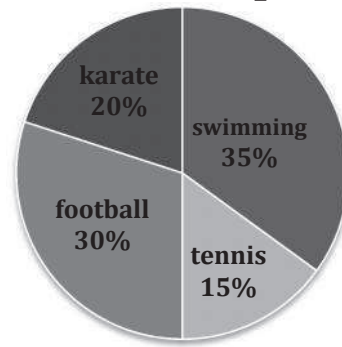
CONVERSATION – VISUAL PROMPT 3A

picture



diagram

teenagers and their favourite sports



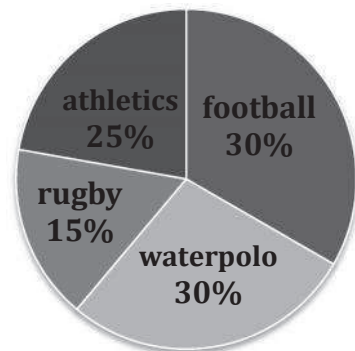
CONVERSATION – VISUAL PROMPT 3B

picture



diagram

teenagers and their favourite sports



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

SECONDARY EDUCATION CERTIFICATE LEVEL

MAY 2015 SESSION

SUBJECT: **English Language**
PAPER NUMBER: I – Part 1 Conversation
DATE: 25th March 2015

CANDIDATE'S PAPER

(10 marks)

CONVERSATION – ROLE PLAY 3A

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

SITUATION:

Rough winds and seas have caused considerable damage to the small fishing village where you live.

You meet your friend who was not in Malta during the storm and you tell him/her all about it.

In this situation, the examiner will play the role of your friend.

Examiner:

Candidate (1): Confirm and briefly relate what you experienced during this storm.

Examiner:

Candidate (2): Reply in the affirmative and describe the damage caused by the rough winds and seas to the small fishing village where you live.

Examiner:

Candidate (3): Talk about what the fishermen and villagers did.

Examiner:

Candidate (4): Reply in the negative. Mention one drawback of living in a small fishing village during rough weather.

Examiner:

Candidate (5): Suggest what could be done to minimize the damage caused by rough weather.

Examiner:

PLEASE HAND BACK THE SHEET

CANDIDATE'S PAPER

(10 marks)

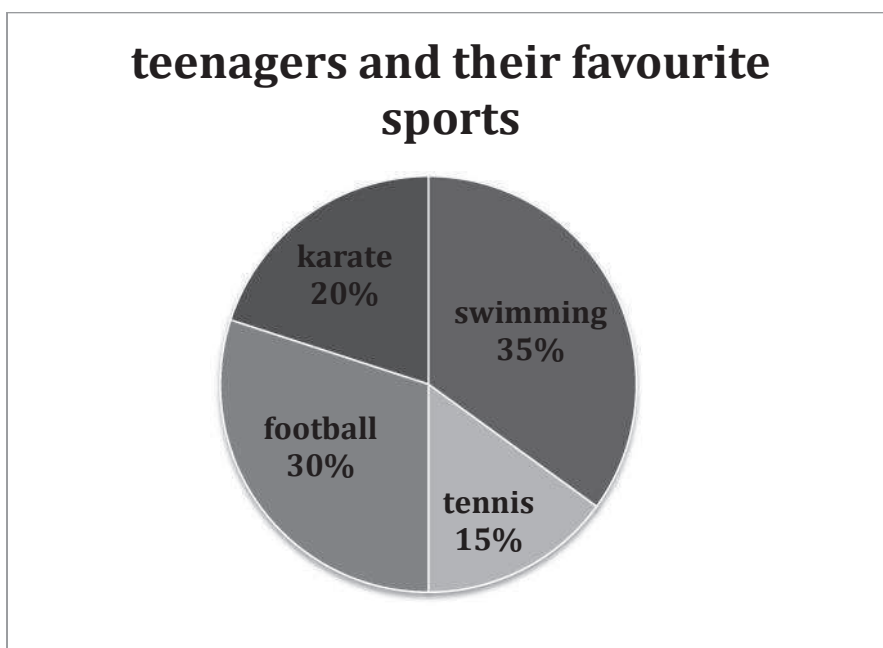
CONVERSATION – VISUAL PROMPT 3A

Look at the following:

picture



diagram



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

SECONDARY EDUCATION CERTIFICATE LEVEL

MAY 2015 SESSION

SUBJECT: **English Language**
PAPER NUMBER: I – Part 1 Conversation
DATE: 25th March 2015

CANDIDATE'S PAPER

(10 marks)

CONVERSATION – ROLE PLAY 3B

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

SITUATION:

You witness an accident at sea involving a tourist.
You meet your friend and you tell him/her all about it.
In this situation, the examiner will play the role of your friend.

Examiner:

Candidate (1): Confirm and briefly relate what you were doing at the time of the accident.

Examiner:

Candidate (2): Reply in the affirmative. Describe how a tourist was injured in the accident.

Examiner:

Candidate (3): Talk about how the tourist was rescued and helped.

Examiner:

Candidate (4): Reply in the negative. Mention one drawback of this beach when such accidents occur.

Examiner:

Candidate (5): Suggest how safety measures and rescue operations on this beach could be improved.

Examiner:

PLEASE HAND BACK THE SHEET

CANDIDATE'S PAPER

(10 marks)

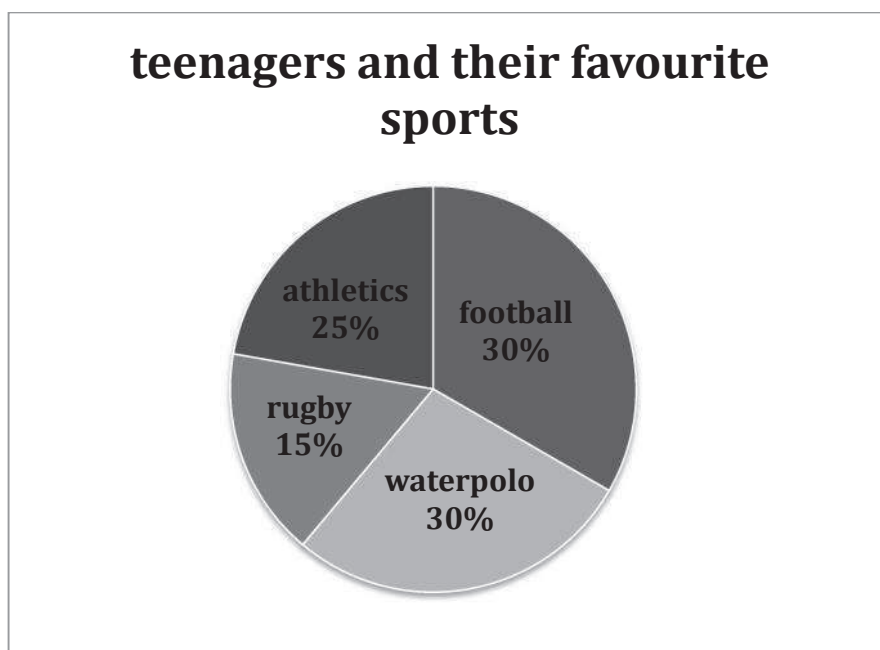
CONVERSATION – VISUAL PROMPT 3B

Look at the following:

picture



diagram



MATRICULATION AND SECONDARY EDUCATION CERTIFICATE EXAMINATIONS BOARD
UNIVERSITY OF MALTA, MSIDA
SECONDARY EDUCATION CERTIFICATE LEVEL
MAY 2015 SESSION

SUBJECT: **English Language**
PAPER NUMBER: I – Part 1 Conversation
DATE: 26th March 2015

EXAMINER’S PAPER (10 marks)
CONVERSATION – VISUAL PROMPT **SESSION 4**

INSTRUCTIONS TO EXAMINERS

- Use Session 4A and Session 4B with an equal number of candidates.
- The visual prompts for Session 4A and 4B are found on page 4.
- Ask all candidates questions 1 and 2 on the visuals.
- Ask all candidates two questions of your choice from questions 3 to 5 on the topic.
- Ask all candidates either question 6a or 6b for their opinion on the topic.
- Do not ask any other questions that do not appear in the paper.
- If the candidate’s responses are brief, ask all three questions (3-5) to ensure that the candidate is engaged in conversation long enough (about 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 the questions.

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

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.

TEENAGERS AND THEIR REASONS FOR GOING ABROAD

Greet the candidate and hand out the candidate’s paper.

Tell the candidate: Take a look at these pictures about teenagers and their reasons for going abroad. *Proceed to ask these two questions:*

1. Talk about what you can see in the picture.
2. Now look at the diagram. What information does it give you about teenagers?

Tell the candidate: Now let’s move away from the pictures and talk about yourself. *Proceed to ask TWO of these questions:*

3. Would you rather go abroad on a tour or on your own? (Why?)
4. If you had the opportunity, would you go and study abroad? (If yes, why? / If no, why not?)
5. When, in your opinion, is the best time of the year to go abroad? (Why?)

Ask the candidate ONE of these questions:

- 6a. Do you think that grownups and teenagers have different reasons for going abroad? (If yes, why? / If no, why not?)
- 6b. Do you think that people will one day be travelling to space for a holiday? (If yes, why? / If no, why not?)

CONVERSATION – ROLE PLAY 4A**INSTRUCTIONS TO EXAMINERS**

- Use Session A and Session B with an equal number of candidates.
- 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.
- When the candidate is ready, collect their paper.

Explain to the Candidate:

You have just seen an old lady being robbed in a shopping centre.

You meet your friend and you tell him/her all about it.

In this situation, I will play the role of your friend.

Examiner: Hi (name of candidate). Did you really see an old lady being robbed in the shopping centre? What happened?

Candidate (1): Confirm and briefly relate what you saw in the shopping centre.

Examiner: That is terrible. Was she hurt?

Candidate (2): Reply in the affirmative and describe the injuries suffered by the old lady.

Examiner: What did the people there do?

Candidate (3): Talk about how the people who were close by helped the old lady.

Examiner: Is the shopping centre equipped for such situations?

Candidate (4): Reply in the negative. Mention one drawback of this large shopping centre in such situations.

Examiner: Yes, that is very true. So, what do you suggest?

Candidate (5): Suggest what could be done to ensure safety and security in shopping centres.

Examiner: Yes, that's a good idea.

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CONVERSATION – ROLE PLAY **4B**

INSTRUCTIONS TO EXAMINERS

- Use Session A and Session B with an equal number of candidates.
- 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.
- When the candidate is ready, collect their paper.

Explain to the Candidate:

The main news item on the Internet is about an explosion in a restaurant.

You meet your friend and you tell him/her all about it.

In this situation, I will play the role of your friend.

Examiner: Hi (name of candidate). Have you heard about the explosion in the restaurant? Do you know anything about it?

Candidate (1): Confirm and briefly relate what you read on the Internet about the explosion in the restaurant.

Examiner: How horrible. Was there a lot of damage?

Candidate (2): Reply in the affirmative and describe the damage to the restaurant.

Examiner: What would you have done in such a situation?

Candidate (3): Talk about how you would have helped in this emergency.

Examiner: Such explosions can be so dangerous. Was this restaurant equipped for such an incident?

Candidate (4): Reply in the negative. Mention one way in which this restaurant was not equipped for such an eventuality.

Examiner: Oh I see. So, what do you suggest?

Candidate (5): Suggest how safety in restaurants could be ensured.

Examiner: Yes, that's a good idea.

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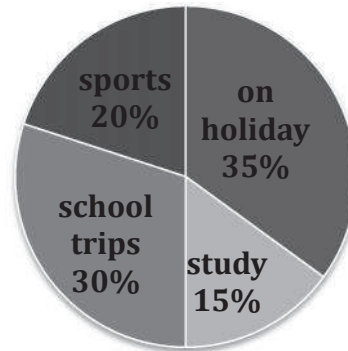
CONVERSATION – VISUAL PROMPT 4A

picture



diagram

teenagers and their reasons for going abroad



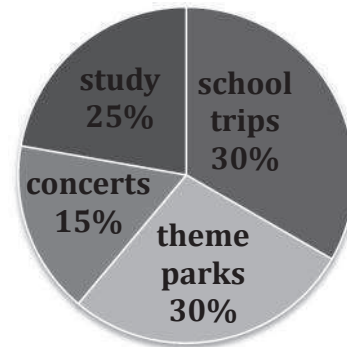
CONVERSATION – VISUAL PROMPT 4B

picture



diagram

teenagers and their reasons for going abroad



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

SECONDARY EDUCATION CERTIFICATE LEVEL

MAY 2015 SESSION

SUBJECT: **English Language**
PAPER NUMBER: I – Part 1 Conversation
DATE: 26th March 2015

CANDIDATE'S PAPER

(10 marks)

CONVERSATION – ROLE PLAY 4A

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

SITUATION:

You have just seen an old lady being robbed in a shopping centre.

You meet your friend and you tell him/her all about it.

In this situation, the examiner will play the role of your friend.

Examiner:

Candidate (1): Confirm and briefly relate what you saw in the shopping centre.

Examiner:

Candidate (2): Reply in the affirmative and describe the injuries suffered by the old lady.

Examiner:

Candidate (3): Talk about how the people who were close by helped the old lady.

Examiner:

Candidate (4): Reply in the negative. Mention one drawback of this large shopping centre in such situations.

Examiner:

Candidate (5): Suggest what could be done to ensure safety and security in shopping centres.

Examiner:

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CANDIDATE'S PAPER

(10 marks)

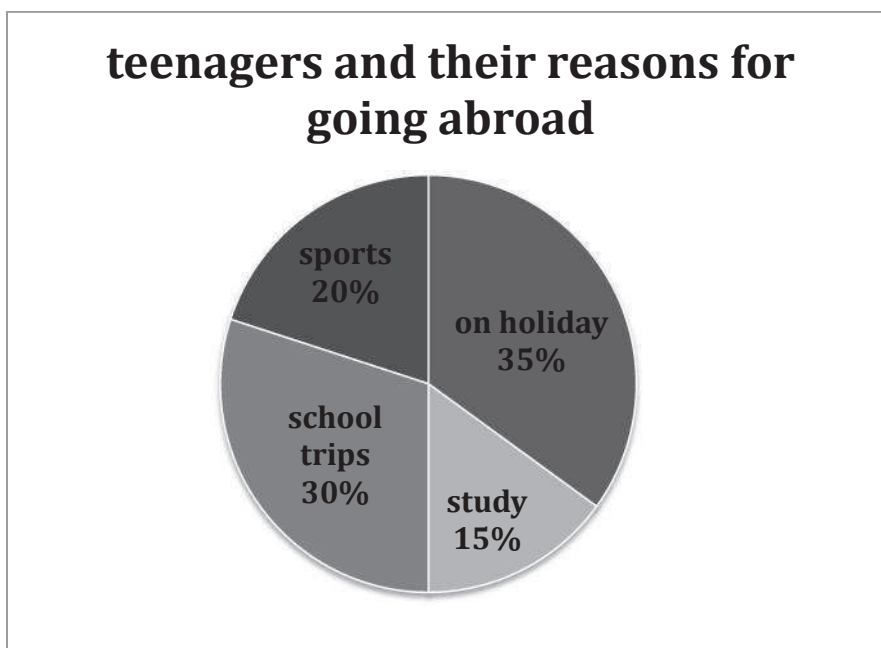
CONVERSATION – VISUAL PROMPT 4A

Look at the following:

picture



diagram



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UNIVERSITY OF MALTA, MSIDA

SECONDARY EDUCATION CERTIFICATE LEVEL

MAY 2015 SESSION

SUBJECT: **English Language**
PAPER NUMBER: I – Part 1 Conversation
DATE: 26th March 2015

CANDIDATE'S PAPER

(10 marks)

CONVERSATION – ROLE PLAY 4B

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

SITUATION:

The main news item on the Internet is about an explosion in a restaurant.

You meet your friend and you tell him/her all about it.

In this situation, the examiner will play the role of your friend.

Examiner:

Candidate (1): Confirm and briefly relate what you read on the Internet about the explosion in the restaurant.

Examiner:

Candidate (2): Reply in the affirmative and describe the damage to the restaurant.

Examiner:

Candidate (3): Talk about how you would have helped in this emergency.

Examiner:

Candidate (4): Reply in the negative. Mention one way in which this restaurant was not equipped for such an eventuality.

Examiner:

Candidate (5): Suggest how safety in restaurants could be ensured.

Examiner:

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CANDIDATE'S PAPER

(10 marks)

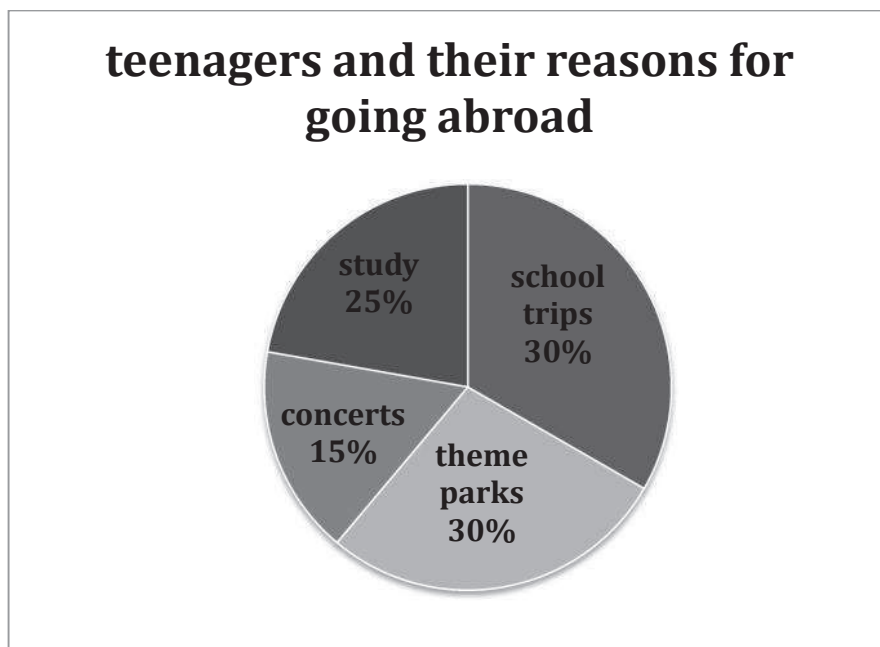
CONVERSATION – VISUAL PROMPT 4B

Look at the following:

picture



diagram



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UNIVERSITY OF MALTA, MSIDA
SECONDARY EDUCATION CERTIFICATE LEVEL
MAY 2015 SESSION

SUBJECT: **English Language**
PAPER NUMBER: I – Part 1 Conversation
DATE: 27th March 2015

EXAMINER’S PAPER (10 marks)
CONVERSATION – VISUAL PROMPT **SESSION 5**

INSTRUCTIONS TO EXAMINERS

- Use Session 5A and Session 5B with an equal number of candidates.
- The visual prompts for Session 5A and 5B are found on page 4.
- Ask all candidates questions 1 and 2 on the visuals.
- Ask all candidates two questions of your choice from questions 3 to 5 on the topic.
- Ask all candidates either question 6a or 6b for their opinion on the topic.
- Do not ask any other questions that do not appear in the paper.
- If the candidate’s responses are brief, ask all three questions (3-5) to ensure that the candidate is engaged in conversation long enough (about 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 the questions.

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

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.

TEENAGERS AND COMPUTER USE

Greet the candidate and hand out the candidate’s paper.

Tell the candidate: Take a look at these pictures about teenagers and computer use. *Proceed to ask these two questions:*

1. Talk about what you can see in the picture.
2. Now look at the diagram. What information does it give you about teenagers?

Tell the candidate: Now let’s move away from the pictures and talk about yourself. *Proceed to ask TWO of these questions:*

3. Do you spend more of your free time going out with friends or on the computer? (Why?)
4. Do you play games on the computer? (If yes, describe your favourite game. / If no, why not?)
5. Do you use the computer for your homework? / work? (If yes, in what way? / If no, why not?)

Ask the candidate ONE of these questions:

- 6a. Do you think that grownups and teenagers use the computer for different reasons? (If yes, why? / If no, why not?)
- 6b. Do you think that having a computer makes life easier? (If yes, why? / If no, why not?)

CONVERSATION – ROLE PLAY **5A**

INSTRUCTIONS TO EXAMINERS

- Use Session A and Session B with an equal number of candidates.
- 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.
- When the candidate is ready, collect their paper.

Explain to the Candidate:

You have just been to the opening of a youth centre in your town.

You meet your friend and you tell him/her all about it.

In this situation, I will play the role of your friend.

Examiner: Hi (name of candidate). I've just read that there's a new youth centre in your town.

Candidate (1): Confirm. Talk about the new youth centre, and what makes it so popular with teenagers.

Examiner: That sounds like fun! Have you been there yet?

Candidate (2): Reply in the affirmative. Briefly relate how you and your friends spent last Saturday there.

Examiner: Who is in charge of the activities?

Candidate (3): Describe the person who is in charge of the activities at the youth centre and say why he/she will be successful.

Examiner: A place for young people sounds like a great idea. Has there ever been anything similar to this in your town?

Candidate (4): Reply in the negative. Mention one reason why it took so long to set up a youth centre.

Examiner: Oh I see. What can I do to help at the youth centre?

Candidate (5): Suggest one way in which your friend might be of help at the youth centre.

Examiner: Yes that's a good idea.

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CONVERSATION – ROLE PLAY **5B**

INSTRUCTIONS TO EXAMINERS

- Use Session A and Session B with an equal number of candidates.
- 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.
- When the candidate is ready, collect their paper.

Explain to the Candidate:

The local newspaper reports on The Environment Award that your class won for protecting the environment by cleaning a beach.

You meet your friend and you tell him/her all about it.

In this situation, I will play the role of your friend.

Examiner: Hi (name of candidate). I have just got to know that your class won this year's Environment Award. Can you tell me about it?

Candidate (1): Reply in the affirmative. Briefly relate what you did as a class to win The Environment Award.

Examiner: That is wonderful! I also read that you received the award in the name of your class.

Candidate (2): Talk about the presentation event when you received the award in the name of your class.

Examiner: Oh that must have been great. How did you feel?

Candidate (3): Describe how you felt on receiving the award.

Examiner: Has such an award been given before?

Candidate (4): Reply in the negative and mention one reason why the award was created.

Examiner: Oh I see. I would really like to do something for the environment. How can I help?

Candidate (5): Suggest what your friend could do to help the environment.

Examiner: Yes, that's a good idea.

PLEASE ENSURE THAT YOU COLLECT THE CANDIDATE'S PAPER

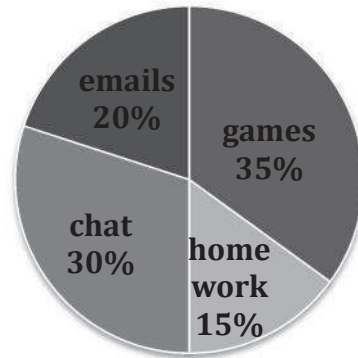
CONVERSATION – VISUAL PROMPT 5A

picture

diagram



teenagers and computer use



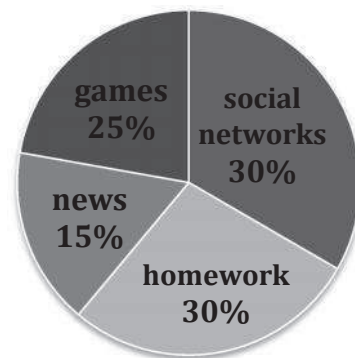
CONVERSATION – VISUAL PROMPT 5B

picture

diagram



teenagers and computer use



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

SECONDARY EDUCATION CERTIFICATE LEVEL

MAY 2015 SESSION

SUBJECT: **English Language**
PAPER NUMBER: I – Part 1 Conversation
DATE: 27th March 2015

CANDIDATE'S PAPER

(10 marks)

CONVERSATION – ROLE PLAY 5A

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

SITUATION:

You have just been to the opening of a youth centre in your town.

You meet your friend and you tell him/her all about it.

In this situation, the examiner will play the role of your friend.

Examiner:

Candidate (1): Confirm. Talk about the new youth centre, and what makes it so popular with teenagers.

Examiner:

Candidate (2): Reply in the affirmative. Briefly relate how you and your friends spent last Saturday there.

Examiner:

Candidate (3): Describe the person who is in charge of the activities at the youth centre and say why he/she will be successful.

Examiner:

Candidate (4): Reply in the negative. Mention one reason why it took so long to set up a youth centre.

Examiner:

Candidate (5): Suggest one way in which your friend might be of help at the youth centre.

Examiner:

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CANDIDATE'S PAPER

(10 marks)

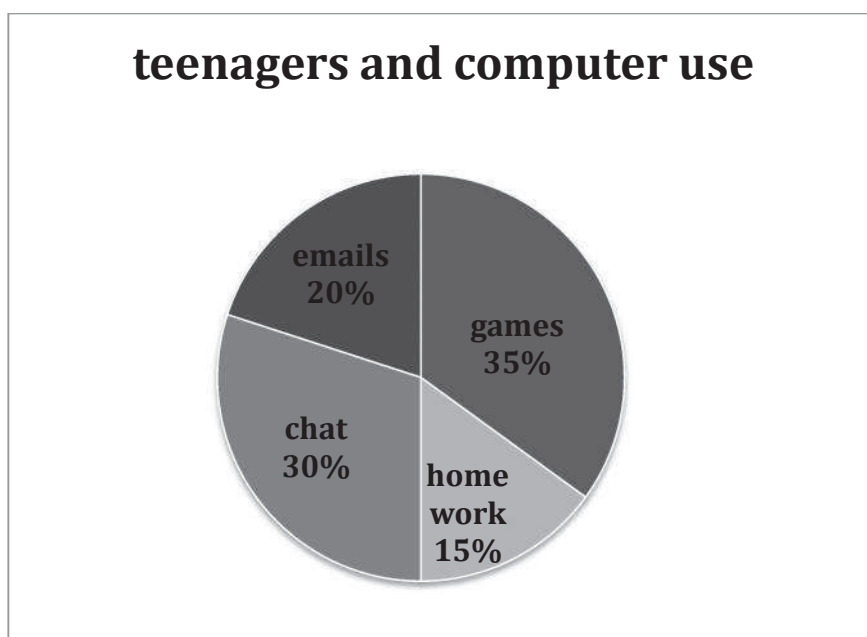
CONVERSATION – VISUAL PROMPT 5A

Look at the following:

picture



diagram



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UNIVERSITY OF MALTA, MSIDA

SECONDARY EDUCATION CERTIFICATE LEVEL

MAY 2015 SESSION

SUBJECT: **English Language**
PAPER NUMBER: I – Part 1 Conversation
DATE: 27th March 2015

CANDIDATE'S PAPER

(10 marks)

CONVERSATION – ROLE PLAY 5B

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

SITUATION:

The local newspaper reports on The Environment Award that your class won for protecting the environment by cleaning a beach.

You meet your friend and you tell him/her all about it.

In this situation, the examiner will play the role of your friend.

Examiner:

Candidate (1): Reply in the affirmative. Briefly relate what you did as a class to win The Environment Award.

Examiner:

Candidate (2): Talk about the presentation event when you received the award in the name of your class.

Examiner:

Candidate (3): Describe how you felt on receiving the award.

Examiner:

Candidate (4): Reply in the negative and mention one reason why the award was created.

Examiner:

Candidate (5): Suggest what your friend could do to help the environment.

Examiner:

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CANDIDATE'S PAPER

(10 marks)

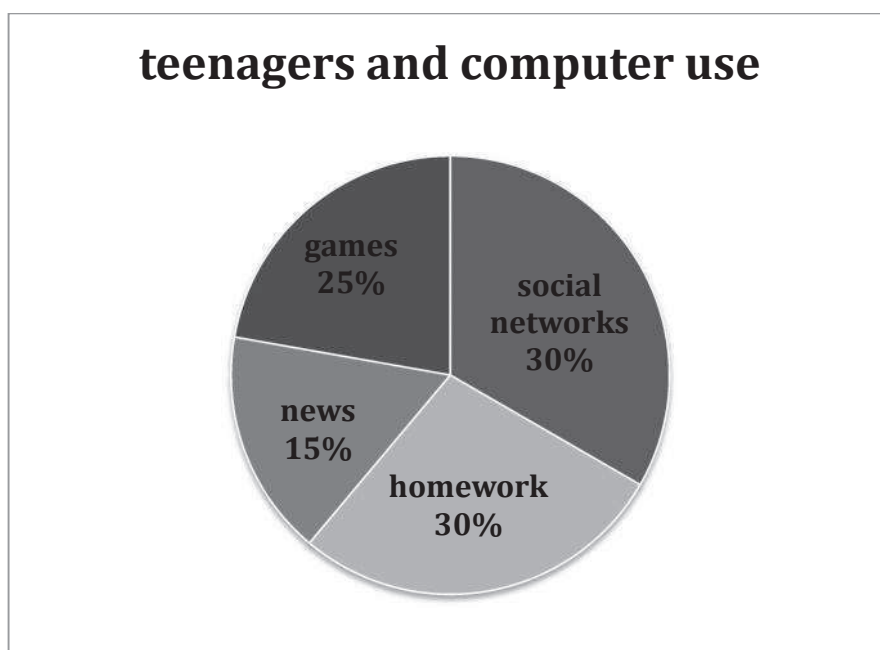
CONVERSATION – VISUAL PROMPT 5B

Look at the following:

picture



diagram



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UNIVERSITY OF MALTA, MSIDA
SECONDARY EDUCATION CERTIFICATE LEVEL
MAY 2015 SESSION

SUBJECT: **English Language**
PAPER NUMBER: I – Part 1 Conversation
DATE: 30th March 2015

EXAMINER’S PAPER (10 marks)
CONVERSATION – VISUAL PROMPT SESSION 6

INSTRUCTIONS TO EXAMINERS

- Use Session 6A and Session 6B with an equal number of candidates.
- The visual prompts for Session 6A and 6B are found on page 4.
- Ask all candidates questions 1 and 2 on the visuals.
- Ask all candidates two questions of your choice from questions 3 to 5 on the topic.
- Ask all candidates either question 6a or 6b for their opinion on the topic.
- Do not ask any other questions that do not appear in the paper.
- If the candidate’s responses are brief, ask all three questions (3-5) to ensure that the candidate is engaged in conversation long enough (about 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 the questions.

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

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.

TEENAGERS AND THEIR FAVOURITE ROOMS AT HOME

Greet the candidate and hand out the candidate’s paper.

Tell the candidate: Take a look at these pictures about teenagers and their favourite rooms at home. *Proceed to ask these two questions:*

1. Talk about what you can see in the picture.
2. Now look at the diagram. What information does it give you about teenagers?

Tell the candidate: Now let’s move away from the pictures and talk about yourself. *Proceed to ask TWO of these questions:*

3. In which room do you study at home? (Why do you prefer this room?)
4. Which is your least favourite room at home? (Why?)
5. Where do you relax most at home? (Why?)

Ask the candidate ONE of these questions:

- 6a. Do you think that grownups and teenagers prefer different rooms at home? (If yes, why? / If no, why not?)
- 6b. Do you think that homes will be very different in the future? (If yes, why? / If no, why not?)

CONVERSATION – ROLE PLAY 6A

INSTRUCTIONS TO EXAMINERS

- Use Session A and Session B with an equal number of candidates.
- 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.
- When the candidate is ready, collect their paper.

Explain to the Candidate:

A news website on the Internet reports on The Courage Award your brother won.

You meet your friend and you tell him/her all about it.

In this situation, I will play the role of your friend.

Examiner: Hi (name of candidate). I read on the Internet that your brother won an award for the courage he showed. Is it true?

Candidate (1): Reply in the affirmative. Briefly relate what your brother did to win The Courage Award.

Examiner: That is wonderful! I also read that a special event was organized for the presentation of this award.

Candidate (2): Confirm and describe the event when your brother received the award.

Examiner: Oh that must have been great. How did you feel?

Candidate (3): Describe how you felt on seeing your brother receive the award.

Examiner: That's great. Do you know of any similar awards?

Candidate (4): Reply in the affirmative. Mention another act of courage which was rewarded in previous years.

Examiner: Yes, it was well-deserved. I wonder what other ways there are of helping society.

Candidate (5): Suggest one way in which people can help society.

Examiner: Yes, that's a good idea.

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CONVERSATION – ROLE PLAY **6B**

INSTRUCTIONS TO EXAMINERS

- Use Session A and Session B with an equal number of candidates.
- 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.
- When the candidate is ready, collect their paper.

Explain to the Candidate:

The school newsletter makes special mention of your act of kindness in rescuing a pet.

You meet your friend and you tell him/her all about it.

In this situation, I will play the role of your friend.

Examiner: Hi (name of candidate). I read in the school newsletter that you rescued a pet. Are you going to tell me about it?

Candidate (1): Reply in the affirmative. Briefly relate how you rescued the pet.

Examiner: That is wonderful! I also read that you received a reward for your kindness.

Candidate (2): Confirm and talk about the reward that the owners gave you for rescuing their pet.

Examiner: Oh, that must have been great. How did you feel?

Candidate (3): Describe how you felt on receiving the reward.

Examiner: That's wonderful. Are you always so kind towards animals?

Candidate (4): Reply in the affirmative and mention one other occasion when you showed kindness towards animals.

Examiner: Good for you. I too would like to work with animals.

Candidate (5): Suggest one way in which your friend could work with and help animals.

Examiner: Yes, that's a good idea. I could try.

PLEASE ENSURE THAT YOU COLLECT THE CANDIDATE'S PAPER

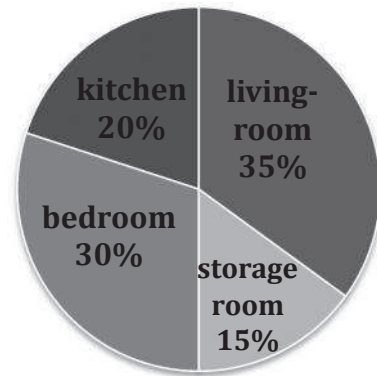
CONVERSATION – VISUAL PROMPT 6A

picture



diagram

teenagers and their favourite rooms at home



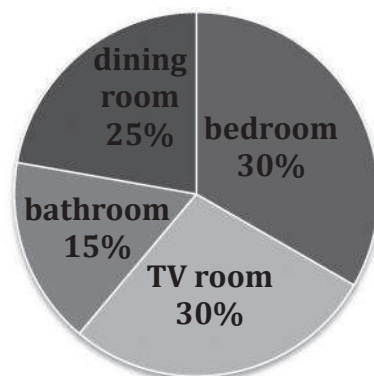
CONVERSATION – VISUAL PROMPT 6B

picture



diagram

teenagers and their favourite rooms at home



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

SECONDARY EDUCATION CERTIFICATE LEVEL

MAY 2015 SESSION

SUBJECT: **English Language**
PAPER NUMBER: I – Part 1 Conversation
DATE: 30th March 2015

CANDIDATE'S PAPER

(10 marks)

CONVERSATION – ROLE PLAY 6A

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

SITUATION:

A news website on the Internet reports on The Courage Award your brother won.

You meet your friend and you tell him/her all about it.

In this situation, the examiner will play the role of your friend.

Examiner:

Candidate (1): Reply in the affirmative. Briefly relate what your brother did to win The Courage Award.

Examiner:

Candidate (2): Confirm and describe the event when your brother received the award.

Examiner:

Candidate (3): Describe how you felt on seeing your brother receive the award.

Examiner:

Candidate (4): Reply in the affirmative. Mention another act of courage which was rewarded in previous years.

Examiner:

Candidate (5): Suggest one way in which people can help society.

Examiner:

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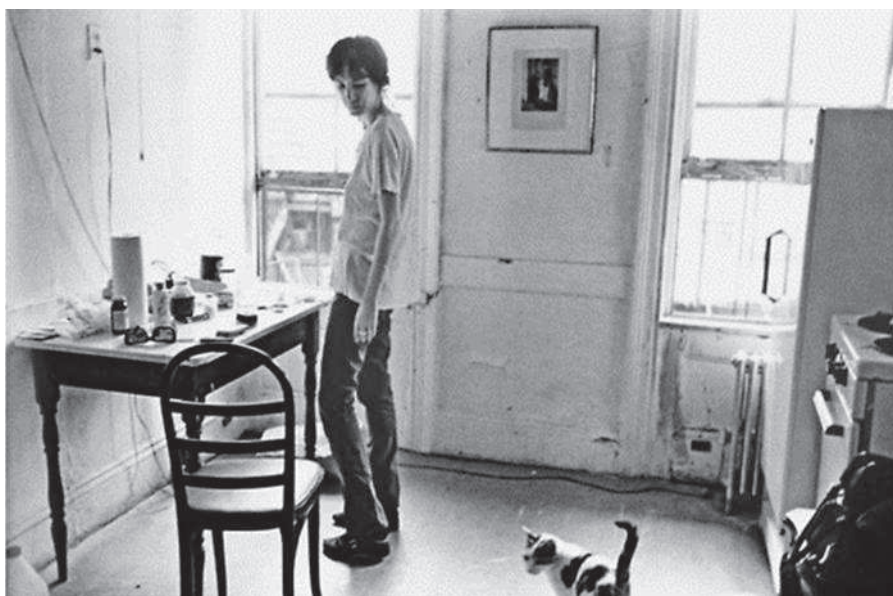
CANDIDATE'S PAPER

(10 marks)

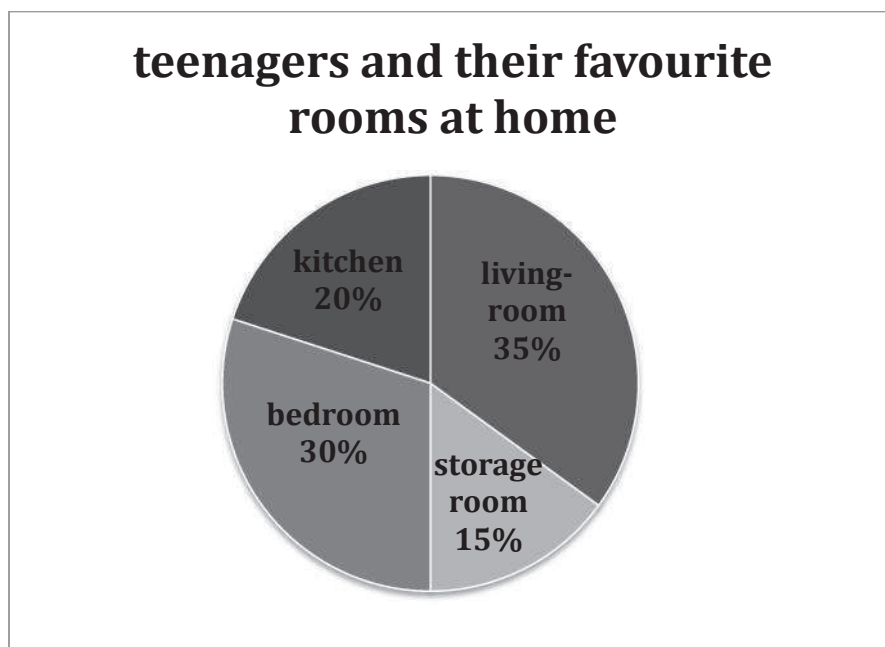
CONVERSATION – VISUAL PROMPT 6A

Look at the following:

picture



diagram



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SECONDARY EDUCATION CERTIFICATE LEVEL

MAY 2015 SESSION

SUBJECT: **English Language**
PAPER NUMBER: I – Part 1 Conversation
DATE: 30th March 2015

CANDIDATE'S PAPER

(10 marks)

CONVERSATION – ROLE PLAY 6B

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

SITUATION:

The school newsletter makes special mention of your act of kindness in rescuing a pet.

You meet your friend and you tell him/her all about it.

In this situation, the examiner will play the role of your friend.

Examiner:

Candidate (1): Reply in the affirmative. Briefly relate how you rescued the pet.

Examiner:

Candidate (2): Confirm and talk about the reward that the owners gave you for rescuing their pet.

Examiner:

Candidate (3): Describe how you felt on receiving the reward.

Examiner:

Candidate (4): Reply in the affirmative and mention one other occasion when you showed kindness towards animals.

Examiner:

Candidate (5): Suggest one way in which your friend could work with and help animals.

Examiner:

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CANDIDATE'S PAPER

(10 marks)

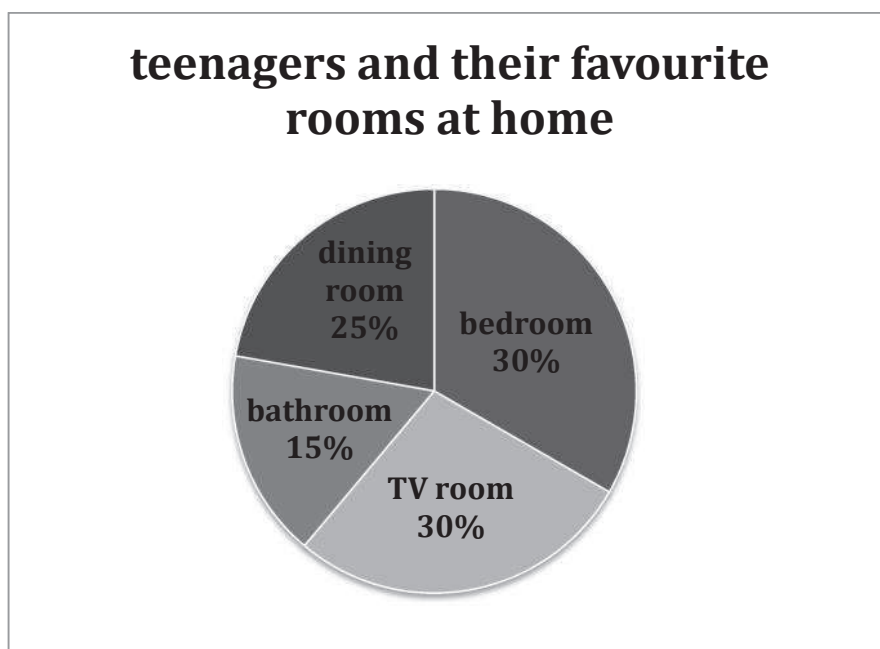
CONVERSATION – VISUAL PROMPT 6B

Look at the following:

picture



diagram



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SECONDARY EDUCATION CERTIFICATE LEVEL
MAY 2015 SESSION

SUBJECT: **English Language**
PAPER NUMBER: I – Part 1 Conversation
DATE: 1st April 2015

EXAMINER'S PAPER (10 marks)
CONVERSATION – VISUAL PROMPT **SESSION 7**

INSTRUCTIONS TO EXAMINERS

- Use Session 7A and Session 7B with an equal number of candidates.
- The visual prompts for Session 7A and 7B are found on page 4.
- Ask all candidates questions 1 and 2 on the visuals.
- Ask all candidates two questions of your choice from questions 3 to 5 on the topic.
- Ask all candidates either question 6a or 6b for their opinion on the topic.
- Do not ask any other questions that do not appear in the paper.
- If the candidate's responses are brief, ask all three questions (3-5) to ensure that the candidate is engaged in conversation long enough (about 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 the questions.

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

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.

TEENAGERS AND THEIR FAVOURITE SUBJECTS

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

Tell the candidate: Take a look at these pictures about teenagers and their favourite subjects.

Proceed to ask these two questions:

1. Talk about what you can see in the picture.
2. Now look at the diagram. What information does it give you about teenagers?

Tell the candidate: Now let's move away from the pictures and talk about yourself. *Proceed to ask TWO of these questions:*

3. Which do you like studying most – languages or science subjects? (Why?)
4. Which subject would you consider most useful to you? (Why?)
5. Which subject are you best at? (Why do you say this?)

Ask the candidate ONE of these questions:

- 6a. Do you think that grownups and teenagers are interested in the same subjects? (If yes, why? / If no, why not?)
- 6b. Do you think that nowadays too many subjects are being taught at school? (If yes, why? / If no, why not?)

CONVERSATION – ROLE PLAY 7A**INSTRUCTIONS TO EXAMINERS**

- Use Session A and Session B with an equal number of candidates.
- 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.
- When the candidate is ready, collect their paper.

Explain to the Candidate:

The latest news item on TV is about a fire in a small hotel.

You meet your friend and you tell him/her all about it.

In this situation, I will play the role of your friend.

Examiner: Hi (name of candidate). Have you heard about the fire that broke out in a hotel?

Candidate (1): Confirm and briefly relate what you heard on TV about the incident.

Examiner: Apparently it was a huge fire, wasn't it?

Candidate (2): Reply in the affirmative. Describe the considerable damage the hotel suffered.

Examiner: What did the hotel management do?

Candidate (3): Talk about how the fire was brought under control and how the guests were rescued.

Examiner: Was the hotel prepared for such an emergency?

Candidate (4): Reply in the negative and explain in what way the hotel was not prepared for such an emergency.

Examiner: Well, that is not right. So, what should be done?

Candidate (5): Suggest what the hotel should do to cope better in such emergencies.

Examiner: Yes, that's a good idea.

PLEASE ENSURE THAT YOU COLLECT THE CANDIDATE'S PAPER

CONVERSATION – ROLE PLAY **7B**

INSTRUCTIONS TO EXAMINERS

- Use Session A and Session B with an equal number of candidates.
- 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.
- When the candidate is ready, collect their paper.

Explain to the Candidate:

A newspaper article reports on the award that your cousin won for organising a fundraising activity to help the homeless.

You meet your friend and you tell him/her all about it.

In this situation, I will play the role of your friend.

Examiner: Hi (name of candidate). I heard the good news about the award that your cousin received. Isn't it great?

Candidate (1): Reply in the affirmative. Briefly relate what your cousin did to raise such a huge amount of money for the homeless.

Examiner: That is wonderful! I also read that a special event was organised for the presentation of this award.

Candidate (2): Confirm and talk about the special event when your cousin received the award.

Examiner: Oh, that must have been great. How did you feel?

Candidate (3): Describe how you felt when your cousin received the award.

Examiner: That's really nice. Have you ever been to any fundraising activity?

Candidate (4): Reply in the affirmative. Mention one fundraising activity that took place recently.

Examiner: Yes, I remember that too. I too would like to help other people. What can I do?

Candidate (5): Suggest one way in which your friend could help others.

Examiner: Yes, that's a good idea. I could try.

PLEASE ENSURE THAT YOU COLLECT THE CANDIDATE'S PAPER

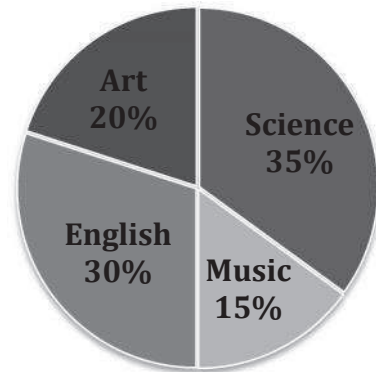
CONVERSATION – VISUAL PROMPT 7A

picture



diagram

teenagers and their favourite subjects



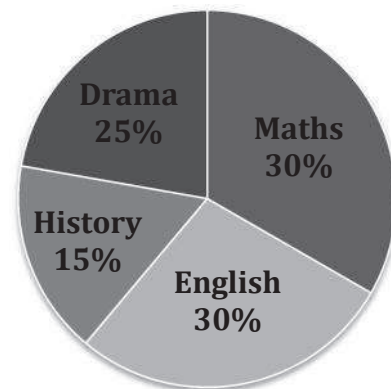
CONVERSATION – VISUAL PROMPT 7B

picture



diagram

teenagers and their favourite subjects



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

SECONDARY EDUCATION CERTIFICATE LEVEL

MAY 2015 SESSION

SUBJECT: **English Language**
PAPER NUMBER: I – Part 1 Conversation
DATE: 1st April 2015

CANDIDATE'S PAPER

(10 marks)

CONVERSATION – ROLE PLAY 7A

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

SITUATION:

The latest news item on TV is about a fire in a small hotel.

You meet your friend and you tell him/her all about it.

In this situation, the examiner will play the role of your friend.

Examiner:

Candidate (1): Confirm and briefly relate what you heard on TV about the incident.

Examiner:

Candidate (2): Reply in the affirmative. Describe the considerable damage the hotel suffered.

Examiner:

Candidate (3): Talk about how the fire was brought under control and how the guests were rescued.

Examiner:

Candidate (4): Reply in the negative and explain in what way the hotel was not prepared for such an emergency.

Examiner:

Candidate (5): Suggest what the hotel should do to cope better in such emergencies.

Examiner:

PLEASE HAND BACK THE SHEET

CANDIDATE'S PAPER

(10 marks)

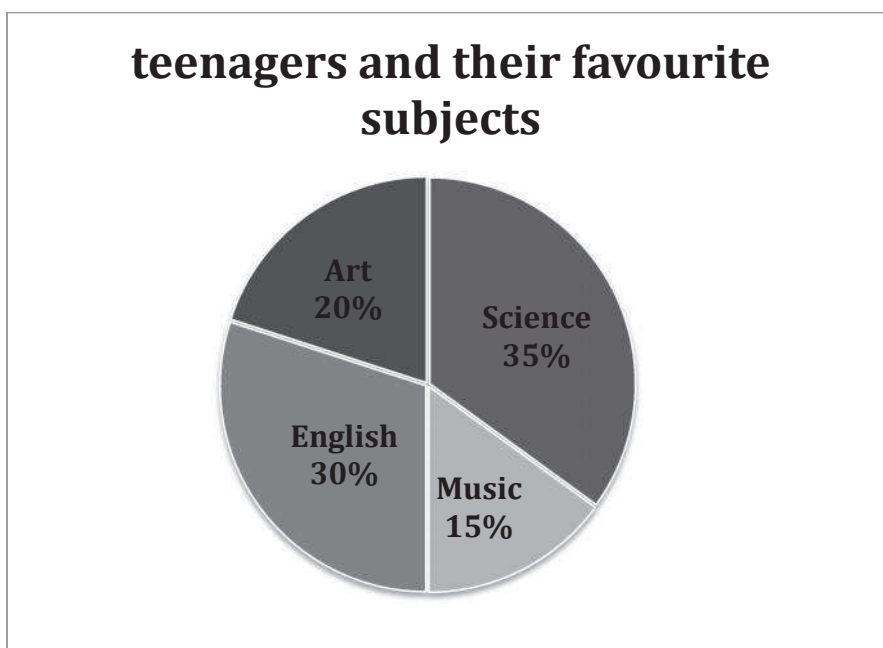
CONVERSATION – VISUAL PROMPT 7A

Look at the following:

picture



diagram



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

SECONDARY EDUCATION CERTIFICATE LEVEL

MAY 2015 SESSION

SUBJECT: **English Language**
PAPER NUMBER: I – Part 1 Conversation
DATE: 1st April 2015

CANDIDATE'S PAPER

(10 marks)

CONVERSATION – ROLE PLAY 7B

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

SITUATION:

A newspaper article reports on the award that your cousin won for organising a fundraising activity to help the homeless.

You meet your friend and you tell him/her all about it.

In this situation, the examiner will play the role of your friend.

Examiner:

Candidate (1): Reply in the affirmative. Briefly relate what your cousin did to raise such a huge amount of money for the homeless.

Examiner:

Candidate (2): Confirm and talk about the special event when your cousin received the award.

Examiner:

Candidate (3): Describe how you felt when your cousin received the award.

Examiner:

Candidate (4): Reply in the affirmative. Mention one fundraising activity that took place recently.

Examiner:

Candidate (5): Suggest one way in which your friend could help others.

Examiner:

PLEASE HAND BACK THE SHEET

CANDIDATE'S PAPER

(10 marks)

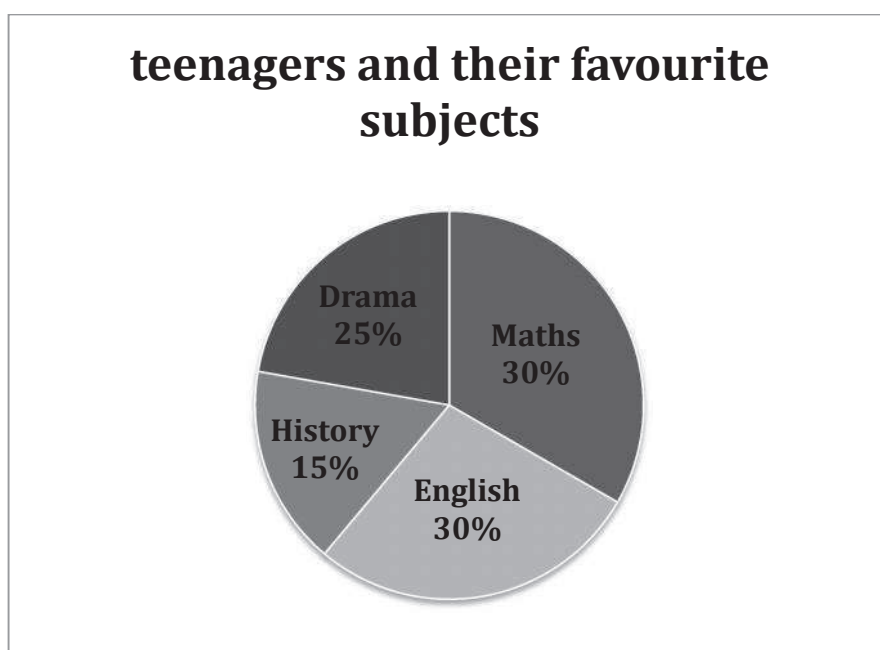
CONVERSATION – VISUAL PROMPT 7B

Look at the following:

picture



diagram



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

SECONDARY EDUCATION CERTIFICATE LEVEL

MAY 2015 SESSION

SUBJECT:	English Language	TOTAL
PAPER NUMBER:	I – Part 2	
DATE:	16 th May 2015	
TIME:	9:00 a.m. to 10:15 a.m.	

LANGUAGE USE

(50 MARKS)

1. Underline the best answer from the options in the brackets, as in the example. (5 marks)

Scientists looking into the health effects of video games have linked overplaying (0) (**with, to, by**) dozens of injuries. Although even the (1) (**keen, keener, keenest**) gamers generally only suffer sore thumbs or tired eyes from their hobby, (2) (**some, any, plenty**) even suffer life-threatening injuries. In one case, a 55-year-old woman suffered a massive chest (3) (**blood, bleed, bleeding**) after falling (4) (**over, in, onto**) her sofa while playing tennis on her Wii. A case of *Nintendo elbow* was diagnosed in a child (5) (**who, which, whom**) played his console (6) (**a lot, lots, much**) for more than a month. Nintendo players (7) (**may, might, should**) pace themselves and they (8) (**must, mustn't, needn't**) overdo it. Every now and (9) (**again, occasionally, later**) they should take breaks from playing. These precautions will help prevent (10) (**needy, needed, needless**) injuries.

2. Fill in the blanks with the adverb form of the following words. Use each word ONLY ONCE. The first one has been done for you. Remember to use capital letters where required. (5 marks)

awkwardly culture often event fast success happy instant surprise characteristic flat

In the early 1980s, computer scientist Scott Fahlman realised he was communicating rather (0) awkwardly with others in a discussion. So one day, he strung together a colon, a dash and a bracket to make what is now an (1) _____ recognisable emoticon. Today emoticons are especially used to respond to each other's messages and replies (2) _____. According to a study, women (3) _____ use emoticons more (4) _____ than men, although (5) _____ many people still (6) _____ refuse to use them at all. However, they are (7) _____ embraced by the younger generation. Research shows that our brains are now (8) _____ conditioned to react warmly to emoticons as these (9) _____ carry meaningful emotions in ways that standard words cannot. (10) _____, emoticons are expected to be accepted as part of language too!

3. Fill in the blanks with determiners from the box. There are some extra ones. Use each one ONLY ONCE. The first one has been done for you. (5 marks)

the	none	a	zero article	any	less	some
the	all	each	little	every	an	no
						both

Like thousands of four-year-olds across (0) the country, I have a favourite new toy, a two-wheel push-along scooter. I live in a place where there is hardly (1) _____ public transport and my journey to work often takes more than (2) _____ hour. Buses are always late and where I live, in (3) _____ South London, there is (4) _____ Tube to get me to (5) _____ House of Commons, where I work. I have had (6) _____ interesting experiences since I have been using my scooter. On the way to work, (7) _____ teenager I pass gives me a look of bemusement. Unfortunately, (8) _____ of my colleagues have taken up this idea because (9) _____ of them live close to work. Next Christmas, I will buy a scooter for (10) _____ of my three children because it is a great way of getting to school too. □

4. Complete the following passage using the link words below. The first one has been done for you. Use each word or phrase ONLY ONCE. Remember to use capital letters where required. (5 marks)

when	until	by	as soon as	before	while	until	by the time	if	once	after
------	------------------	----	------------	--------	-------	-------	-------------	----	------	-------

Instructions for School Trip to London

It is important not to leave it (0) until the last minute to leave home, as you might get stuck in traffic. (1) _____ you leave home, please check that you have your passport. (2) _____ we all arrive at the airport, we will check in. (3) _____ checking in, we will all meet in the departure lounge. (4) _____ we are waiting to board, (5) _____ you need to go to the shops please inform the group leader. Kindly wait (6) _____ we are called before approaching the departure gate. (7) _____ we board the plane, find your seats immediately. (8) _____ you have found your seats, do not get up unless you really have to. Remember that (9) _____ we arrive in London it will be dark, but we should arrive at the hotel (10) _____ midnight. □

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

The Globe Theatre was (0) originally (**origin**) built in 1599 by a theatre company to which Shakespeare belonged. The theatre was destroyed in 1613 by a (1) _____ (**rage**) fire that was caused accidentally when a cannon was fired during a (2) _____ (**produce**). The theatre was (3) _____ (**build**) by June 1614, but was demolished in 1644 on the

(4)_____ (**insist**) of the Puritans. The modern (5)_____ (**construct**), which can be seen in London today, was founded by the (6)_____ (**direct**) Sam Wanamaker. Many people believed that a modern copy of the Globe was impossible to achieve due to the (7)_____ (**complex**) of the sixteenth-century design and modern fire safety (8)_____ (**require**). However, a new Globe Theatre was eventually built with a seating capacity of 857 and an (9)_____ (**add**) 700 standing in the pit. Together these make up an audience about half the size of a (10)_____ (**type**) audience in Shakespeare's time.

6. You are interviewing the writer of a report on Internet connectivity. Write the questions to which the following are the answers, as in the example. (5 marks)

0. Q: *What was* the report about?

A: It was about the fast spread of Internet use across the world.

1. Q: _____ the most connected place on the Internet?

A: Denmark.

2. Q: _____ were there by the end of 2014?

A: Seven billion internet subscriptions.

3. Q: _____ Internet use increase in 2014?

A: By 6.6%.

4. Q: Where _____?

A: Most of that increase came from the developing world.

5. Q: _____ about time that something is done about people in the worst connected areas?

A: Yes, I think so.

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

Many people think texts and tweets are crimes (0) against proper grammar, but some linguists, such as Ben Zimmer, argue that this misses the (1)_____. Texting and social media are often blamed for (2)_____ the downfall of the written word. According to many critics, the low (3)_____ of grammar and spelling, especially among young people, shows that English is deteriorating. But is that (4)_____? We all know that language has always been jumbled and remixed by its users in daily (5)_____. The main (6)_____ now is that it has become much more visible, because today so many (7)_____ are sharing their (8)_____ online. That means that new styles of communication are (9)_____ thanks to the way we are connected digitally. It is true that our language is changing – but not necessarily for the (10)_____.

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

Florida’s newest university (0) opened (**open**) its doors to 550 students at the beginning of this year. Since then, students (1) _____ (**force**) to embrace the digital world, now that this university (2) _____ (**open**) one of the first bookless libraries in the world. By the end of the year, students (3) _____ (**able**) to access more than 135,000 e-books on a range of readers, tablets and laptops in the library, which (4) _____ (**design**) by a Spanish architect. By the time this new university in Florida (5) _____ (**be**) ready to welcome students in January, the library staff (6) _____ (**undergo**) training for a number of months to be prepared (7) _____ (**guide**) students to manage digital material. Currently, students (8) _____ (**discourage**) from using the library’s printers too much. One student who spoke to us, said that if she (9) _____ (**know**) this before, she (10) _____ (**not enrol**) at this university.

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

0. In the past film trailers were done differently.
Film trailers used to be done differently in the past.

1. Nowadays filmgoers are fed up of trailers that give away too much of the plot.

Trailers that _____
 _____.

2. The trailer is often considered better than the full film.

People _____
 _____.

3. One respondent said she was often disappointed with a film after she had seen the trailer.

One respondent said, “ _____
 _____”.

4. The trailer for *The Grand Budapest Hotel* was much more entertaining than the film itself.

The Grand Budapest Hotel film _____
 _____.

5. Filmgoers do not watch films more often because trailers don’t leave them in suspense.

If trailers _____
 _____.

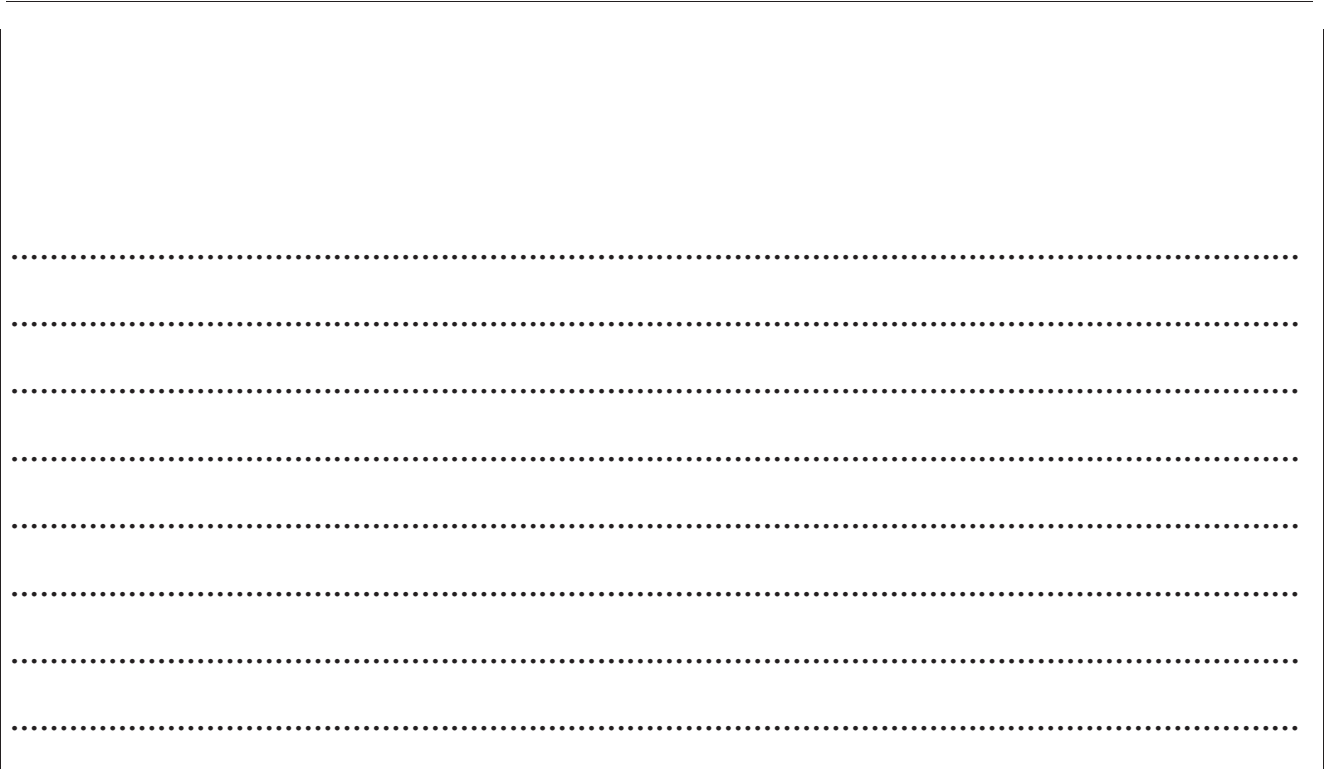
MATRICULATION AND SECONDARY EDUCATION CERTIFICATE EXAMINATIONS BOARD
UNIVERSITY OF MALTA, MSIDA**SECONDARY EDUCATION CERTIFICATE LEVEL****MAY 2015 SESSION**

SUBJECT:	English Language
PAPER NUMBER:	IIA – Question 1
DATE:	16 th May 2015
TIME:	4:00 p.m. to 6:00 p.m.

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

- **pay attention to layout, paragraphing, vocabulary, grammar, 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 entitled ‘The Footprint’.
2. You are standing in a queue and have been waiting for quite some time. Describe what you see and hear around you, as well as your thoughts and feelings. (Do not tell a story.)
3. Technology has made young people more creative. Discuss.
4. An international young people’s magazine is researching the different activities that young people in Europe organise and participate in. Write your contribution in the form of an article about young people in Malta.



USE THIS SPACE TO PLAN YOUR WRITING

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

SECONDARY EDUCATION CERTIFICATE LEVEL

MAY 2015 SESSION

SUBJECT:	English Language	TOTAL
PAPER NUMBER:	IIA – Question 2	
DATE:	16 th May 2015	
TIME:	4:00 p.m. to 6:00 p.m.	

READING COMPREHENSION AND SUMMARY

(50 MARKS)

PASSAGE 1

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

(26 marks)

The British inventor, Bryan Donkin, spent two years trying to find the best way to can food. When he was finally given the Duke of Kent's letter of approval on 30 June 1813 he could not have known that its impact would still be felt across the globe 200 years later. The letter explained that four distinguished members of the Royal Family, including Queen Charlotte, wife and consort of King George III, had tasted and enjoyed his canned beef. Indulging such refined palates was not a matter of vanity for this modest Northumbrian engineer. Instead, it meant he had the highest possible blessing to supply what are thought to be the world's first commercial cans of preserved food to the Admiralty, thereby sparing British seamen, thousands of miles away, the monotony of salted meat.

According to Donkin's diaries, the can-making operation began to mobilise on 3 May 1813. A network of agents was based at key seaports to tout for custom from naval ships and merchants. The patent was finally his, the meat suppliers paid and adverts placed in newspapers, while business cards were engraved with the name of the company – Donkin, Hall and Gamble. The factory occupied a rectangular plot of about 300 square metres, dwarfed by Donkin's larger plant for papermaking machines. In the weeks that followed, within those four walls, sheets of tin plate were transformed by hand into tin cans filled with beef, mutton, carrots, parsnips and soup, destined for every corner of the British Empire.

And so the first faltering steps of a multi-billion-pound business were taken. Today, households in Europe and the US alone get through 40 billion cans of food a year, according to the Can Manufacturers Institute in Washington DC.

Standing on the spot of Donkin's factory today, now a school car park on Southwark Park Road, there is little evidence of the industry which, 200 years ago, was about to spread around the globe. Obscured by some scaffolding, a small white plaque simply states that the first canned food was produced on this site. Such a low-key commemoration reflects how mundane the tin can has become to us. Behind the door of a kitchen cupboard or lying discarded in the street, literally and metaphorically kicked down the road, it exists in the background of our lives.

It's a far cry from the days when its creation occupied the thoughts of some of the leading scientific thinkers in Britain and France. So committed were these bright minds to the technology of food preservation, that they gave little thought to making a device to open their new invention. So for decades a hammer and chisel, a bayonet or a rock had to do the job.

30 The story of the tin can is one of ingenuity and endurance, and one that affects every one of us. It has changed the way we eat, the way we shop and the way we travel. But its pioneers had no such lofty ambitions – they just wanted to fill the stomachs of sailors.

35 For all the military might available to the British and French navies of the late eighteenth century, the question of nourishment was on the minds of the warring admirals. A solution to the conundrum of how to feed thousands of men while far away from a country’s food supplies was vital to national supremacy. For 300 years, ordinary seamen had been eating salted meat and hardtack (biscuit), and malnutrition had killed more than half of all the British seamen serving in the Seven Years’ War in the 1750s, says Sue Shephard, author of *Pickled, Potted and Canned*. It meant, she says, the British and French were not only competing at sea and on land in the Napoleonic Wars, but also vying to come up with a miracle food. Donkin’s invention played a modest role in Britain’s eventual victory.

40 Canning has come a long way since Donkin’s fledgling factory opened for business in the summer of 1813, with a handful of people each making six cans an hour. Canning nowadays is a global industry powered by state-of-the-art technology. A tin can factory typically produces nine million cans a day, each one photographed to check that there are no imperfections. The noise generated by the multi-tentacled robots is deafening.

QUESTIONS ON PASSAGE 1

1. **In your own words**, explain why the Duke of Kent’s letter was important to Donkin. (2 marks)

.....

2. What does the writer mean when she says Donkin *could not have known that its impact would still be felt across the globe 200 years later* (lines 2-3)? (2 marks)

.....

3. List **four** things that Donkin did in order to set up his business. (2 marks)

(i)

(ii)

(iii)

(iv)

4. 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) Can-making was Donkin’s only business.

(True/False) because

(ii) The global success of the tin can business can be traced back to Donkin’s initial efforts.

(True/False) because

5. Why is the *small white plaque* described as a *low-key commemoration* (lines 22-23)? (2 marks)

.....
.....

6. **In your own words**, explain what the writer means when she says that *it exists in the background of our lives* (line 25). (2 marks)

.....
.....

7. What important aspect of the tin can did its inventors overlook? (1 mark)

.....
.....

8. What was the original intention for preserving food by means of a tin can? (1 mark)

.....
.....

9. Why did Donkin’s invention play a *modest role in Britain’s eventual victory* (line 40)? (2 marks)

.....
.....

10. Between lines 30 and 45 find **single** words that match the following meanings as used in the passage: (2 marks)

(i) inventiveness

(ii) noble

(iii) dilemma

(iv) very noisy

11. In a paragraph of **not less than 70 and not more than 80 words**, summarise the history of canning from Donkin’s day up to the present. **Use your own words.** (8 marks)

.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....

Passage 1

PASSAGE 2

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

It is one of the most isolated island communities in the world. The tiny Pacific island of Palmerston is visited by a supply ship twice a year – at most – and the long and hazardous journey deters all but the most intrepid visitors. What’s more, most of its 62 inhabitants are descended from one man – an Englishman who settled there 150 years ago.

5 Nine days of constant movement. Nine days in a boat, unable to stand. Nine days with the fear of being hit by a tropical storm, thousands of miles from rescue. The Pacific Ocean is big. Far bigger than one would imagine. **This** is the journey to the island at the end of the earth.

10 Part of the Cook Islands, Palmerston is one of a handful of islands connected by a coral reef which surrounds the calm waters of a central lagoon. But within this entire area, the reef sits too high in the water for sea planes to land – and outside it the ocean is simply too rough. It is also too far from anywhere for a normal helicopter to fly to. The sea is the only access.

15 So getting **there** is not easy, especially for the fainthearted. After two days of flying – from London via Los Angeles – we set off by boat from Tahiti. After five days of sailing in our small yacht, the clouds turn a menacing black. The strength of the sun has gone and a worrying chill hangs in the air. A sudden clatter of heavy rain hits the side of the boat. A bolt of lightning strikes the sea. With the sail at full height, the strength of the wind pushes the boat over a full 60 degrees, dragging us sideways through the water. There’s very little that can be done once the sail has dropped – the boat

is at the complete mercy of the elements. And there is no one to help. During nine days at sea we see nothing. No other ships, no wildlife, and no aircraft. Nothing.

20 The height of the island means it is not visible until just two miles away and in bad weather it's simply impossible to see. Over the years, tens if not hundreds of boats have hit the reef hiding just below the waves, leaving the sailors stranded. The latest wreck, brought down just three years ago, sits on the beach with a gaping hole in **its** side. The parts of these ships have been salvaged by the islanders and re-used. Nothing goes to waste here.

25 As we finally near Palmerston, a small boat, shining in the sun, roars towards us, swerving left and right through the reef. Learning how to safely navigate the natural barrier takes years of practice. We're taken ashore by Bob Marsters, the head of one of only three families on the island. They compete for the handful of yachts that pass every year, and the winners of this race cater for the needs of the visitors. The islanders pride themselves on their kindness and revel in the extra company. This generosity, and the island's etiquette, legal system and traditions have all been passed down through the generations by word of mouth. And they are all the legacy of one man born in Leicestershire, 16,000 kilometres away.

William Marsters was Palmerston's first permanent inhabitant 150 years ago. I was told – with confidence – that he had sailed with Captain Cook's ship as a carpenter. But while the famous explorer died in 1779, William wasn't born until at least 1830. Marsters lived in the Cook Islands from the 1850s. In the early 1860s, he was appointed caretaker of Palmerston by its then owner, a British merchant called John Brander. Marsters covered the island with palm trees and for the first few years Brander's ships stopped by every six months or so to collect the coconut oil **he** produced. But then the visits slowed – six months between visits became three years and eventually **they** stopped altogether. John Brander had died. Marsters was granted possession of Palmerston by Queen Victoria. Today, all but three of the residents are direct descendants of Marsters.

QUESTIONS ON PASSAGE 2

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

- (i) The Dangers of Sailing
- (ii) Palmerston's First Inhabitant
- (iii) The Island at the End of the Earth

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

2. List **four** reasons why it is difficult to get to Palmerston. (2 marks)

(i)

(ii)

(iii)

(iv)

3. Find a **part sentence of not more than seven words** which means that the people on the yacht resign themselves to the will of the weather. (1 mark)

.....
.....

4. Between lines 1 and 19 find **single** words that are **opposite** in meaning to: (4 marks)

- (i) accessible (ii) encourages
(iii) bold (iv) friendly

5. Give **two** reasons why many boats are wrecked on the island. (2 marks)

- (i)
(ii)

6. What does the writer mean when he says *Nothing goes to waste here* (line 24)? (1 mark)

.....
.....

7. Which skill does Bob Marsters seem to have? (1 mark)

.....
.....

8. Why do the three families *compete for the handful of yachts that pass every year* (line 28)? (1 mark)

.....
.....

9. **In your own words**, explain what is meant by *passed down through the generations by word of mouth* (lines 30-31). (2 marks)

.....
.....

10. What does the writer imply when he says he was told about William Marsters's connection with Captain Cook *with confidence* (lines 33-34)? (2 marks)

.....
.....

11. **In your own words**, explain the circumstances that led to William Marsters’s ownership of Palmerston. (2 marks)

.....
.....

12. Between lines 33 and 41 find a sentence that emphasises William Marsters’s significance to the islanders’ origins. (1 mark)

.....
.....

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

- | | | | |
|-----------------------|-------|---------------------|-------|
| (i) It (line 1) | | (ii) This (line 7) | |
| (iii) there (line 12) | | (iv) its (line 23) | |
| (v) he (line 38) | | (vi) they (line 39) | |

Passage 2

Please turn the page.

WRITING TASK

(10 MARKS)

You are Andrea Cefai and you have just been on a boat trip. Write **an email of between 60 and 80 words** to your friend Romina about your experience. **Do not write more than 80 words. You will be penalised if you write less than 60 and more than 80 words.**

From:	andrea.cevai@umail.com
To:	rom@pmail.com
Subject:	Boat Trip

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Writing

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

SECONDARY EDUCATION CERTIFICATE LEVEL

MAY 2015 SESSION

SUBJECT: **English Language**
 PAPER NUMBER: IIB – Question 1
 DATE: 16th May 2015
 TIME: 4:00 p.m. to 6:00 p.m.

WRITING TASK

(40 MARKS)

Write between 180 and 200 words on ONE of the following tasks:

You are advised to:

- **pay attention to layout, paragraphing, vocabulary, grammar, 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.**

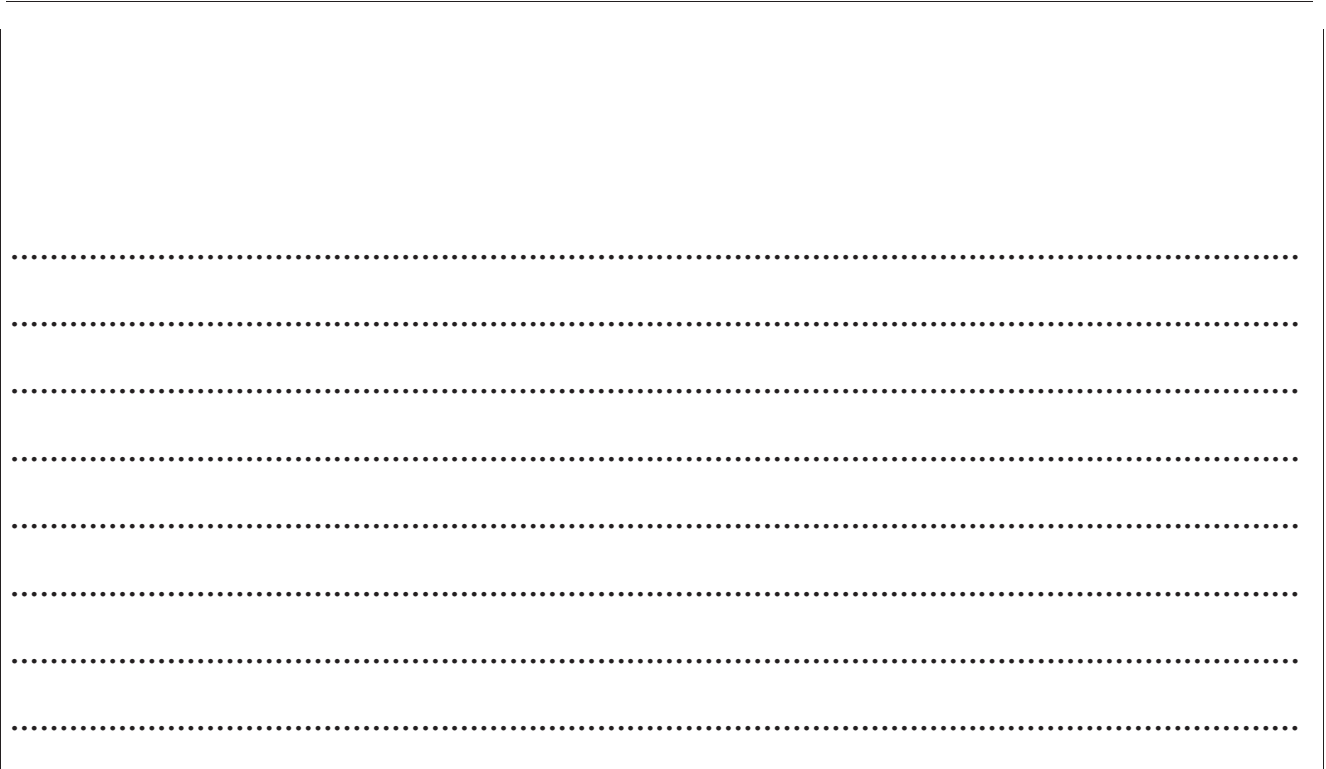
1. Write a short story entitled ‘The Selfie’.
2. You are travelling on a bus. Describe what you see and hear both around you and out of the bus window. (Do not tell a story.)
3. You are Kim Attard (kimattard15@dmil.com) and you would like to organise a surprise party for your friend’s sixteenth birthday. Write an email to your cousin Andrea (andreaborg@lmail.com) asking him to help you.

Start your email like this:

From:	
To:	
Subject:	

4. Write an article to be published in an international magazine on how the Maltese spend their Summer.

A large rectangular area containing 20 horizontal dotted lines for writing. The lines are evenly spaced and extend across the width of the page, providing a guide for handwriting.



USE THIS SPACE TO PLAN YOUR WRITING

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

SECONDARY EDUCATION CERTIFICATE LEVEL

MAY 2015 SESSION

SUBJECT:	English Language	TOTAL
PAPER NUMBER:	IIB – Question 2	
DATE:	16 th May 2015	
TIME:	4:00 p.m. to 6:00 p.m.	

READING COMPREHENSION AND SUMMARY

(50 MARKS)

PASSAGE 1

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

(28 marks)

I remember **it** the way I remember dreams – fragmented and surreal. I was a leader on a three-week youth expedition to the Arctic Archipelago of Svalbard in charge of eleven teenagers and we were camping near the mouth of a glacier.

5 At 7.30 a.m. I was woken by a scream. **We** scrambled out of our sleeping bags and my co-leader, Spike, narrowly beat me to the tent zip. There, metres away, was a polar bear, its white coat covered in dirt, its mouth spattered with blood. Spike shouted, either in terror or in an attempt to scare the bear, but it began running towards him and in seconds knocked Spike to the ground.

10 Instinct and adrenaline carried me through the next few moments. I leapt out of the tent, picked up several rocks and charged towards the bear, sending a rock flying at its face, trying to entice **it** away from Spike.

My next memory is of the bear on me staring me in the face for one brief moment then swiping me with a giant, clawed paw. I remember its jaws round my head, its teeth in my skull, the blow to my left eye. I felt no pain, no fear, just a clear realisation that I was about to meet an unlikely and untimely death.

15 What happened next is a blur. The bear suddenly left me and went on to attack two others. **Then** came my last crystal-clear memory. Spike – despite severe concussion and multiple skull fractures – lifted a gun and fired. The bear fell to the ground, dead. My head rested on the legs of one of the teenagers, Horatio. I knew he was dead. At 17, he'd been looking for the same formative experience I'd had on this Archipelago nine years earlier. Coming back as a leader had felt like coming full circle. For Horatio, this should have been the beginning.

20 Spike and I owe our lives to the ten other members of the group. With their friend's lifeless body lying in the middle of them, they remained composed. They nominated one person to keep a constant eye on each of the casualties and administered first aid. They reloaded the gun in case of other bears and used the satellite phone to summon the helicopter rescue service.

25 I remember the sound of the helicopter circling overhead, and the group shouting and waving at it. I was strapped to a stretcher and carried off. Heavily sedated by strong painkillers, I have only fleeting memories of the next few days in hospital and was totally unaware of the front-page news story our incident had become.

30 Nothing could prepare my family and girlfriend for their first sight of me in the intensive care unit. My left eye was blinded. My cheek and jaw bones were smashed. My face was swollen, marked from top-left to bottom-right by a deep cut. I came around slowly from the twelve-hour operation that followed, and **this** is when the anguish over Horatio’s death hit hard. I could hardly believe he was gone and that I’d been in charge.

35 It was the overwhelming amount of support that got me through – from my family, my girlfriend and, perhaps most of all, from the group. Three years on, we remain strong friends. We’ll never forget Horatio, and always keep on reminding ourselves of our unlikely survival.

QUESTIONS ON PASSAGE 1

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

- (i) Camping in the Arctic
- (ii) Polar Bears
- (iii) The Attack

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

2. Between lines 1 and 10 find: (2 marks)

(i) an adjective that indicates that the writer remembers what happens in bits and pieces

.....
(ii) a verb that shows that the writer reacted quickly to the scream

.....
(iii) an adverb that shows that Spike only just made it to the tent opening before the writer did

.....
(iv) **four** consecutive words that show that the bear had already carried out a violent attack on Horatio when the writer saw him.

3. List **six** things the writer did from the moment he heard the scream to the moment he was attacked by the bear. (3 marks)

(i).....

(ii).....

(iii).....

(iv).....

(v).....

(vi).....

4. **In your own words**, explain what the writer experienced as he was being attacked by the bear. (2 marks)

.....

.....

5. List **three** facts about polar bears that make it a dangerous animal. (3 marks)

(i).....

(ii).....

(iii).....

6. Explain what the writer means when he says, *Coming back as a leader had felt like coming full circle* (line 18). (2 marks)

.....

.....

7. *For Horatio, this should have been the beginning* (lines 18-19). What beginning is the writer referring to? (2 marks)

.....

8. In a **paragraph** of **not less than 40 and not more than 50 words**, summarise what the other members of the group did after the attack. Use your own words. (6 marks)

.....

.....

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.....

9. In each of the spaces below write down **two** consecutive words that indicate that the writer was not fully conscious during his stay in hospital. (1 mark)

(i) (ii).....

10. Explain what the writer means by *this is when the anguish over Horatio's death hit hard* (line 31). (2 marks)

.....

.....

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

- (i) it (line 1).....
- (ii) We (line 4).....
- (iii) it (line 9).....
- (iv) Then (line 14).....
- (v) it (line 24).....
- (vi) this (line 31).....

Passage 1

PASSAGE 2**Read the following passage carefully and answer the questions that follow.****(22 marks)**

A few years ago, when I started running, it was almost always in the dark with reflective jacket on and hat firmly pulled down. It was born of necessity rather than design. I was on maternity leave and it was early spring. I would more or less throw the baby at my husband returning from his day shift and head out.

- 5 Yet look at running websites and you'll see posts worrying about safety. There are people proclaiming they could never run in the dark, or desperately seeking a running buddy so they won't have to venture out solo.

- 10 They don't know what they're missing. Running in the dark is nothing to be scared of – it's a joy, to be embraced and loved and planned around. Safety is, of course, important – but so is the endorphin rush from blasting at top speed through the night.

- 15 My love affair with night running embraces its many forms. I love pounding urban pavements or the gravelly paths of the nearby fields. I love track races, slipping up grassy slopes alone, or doing a session with my club. I love running past noisy pubs on a Friday night, or through bare paths lit only by a head torch, small mammals momentarily setting the pace before veering away from my approaching feet, or flying full tilt down a hill into the night.

One piece of reassurance – if you find night running feels tougher, then you might actually be right. When you run, your awareness of the environment helps you gauge your pace. At night, you see only objects relatively close to you – and this makes the scenery speed by quicker than normal. This effect can trick you into thinking you're maintaining a faster pace than you actually are.

- 20 Even though you may be going slower, the sensation is addictive. Quite often you feel invincible – right up to the moment when a car pulls out of a driveway and you are forced into a thigh-juddering halt.

- 25 To fully enjoy any run, you need to be dressed correctly. As the temperatures dip, leggings and a good running jacket become an essential part of your kit. A hat and gloves are also worth investing in – hands that are warm when you begin can, in contrast to your rapidly heating body, get colder and colder as the blood is diverted to parts that need it more urgently.

Whatever the season, much of the satisfaction of running comes afterwards – those runs that were absolutely the last thing you wanted to do, but you did them anyway.

Therefore when the evenings start drawing in, don't stay in. Go out and meet them.

QUESTIONS ON PASSAGE 2

1a. What is the purpose of the passage? Underline the most appropriate answer. (1 mark)

- (i) The writer wants to highlight the dangers of night running.
- (ii) The writer wants to boast about her running capabilities.
- (iii) The writer wants to encourage people to go running at night.
- (iv) The writer wants to encourage people to take up running as a sport.

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

.....

2. Explain what the writer means when she says that running was *born of necessity rather than design* (line 2). (2 marks)

.....
.....

3a. Write down a part-sentence **of not more than four words** that indicates that the writer was not working after she had just had a baby. (1 mark)

.....

b. Where was her husband returning from? (1 mark)

.....

4. List **six** things the writer likes about running at night. (3 marks)

(i).....

(ii).....

(iii).....

(iv).....

(v).....

(vi).....

5. Between lines 1 and 19 find **single** words that match the following meanings as used in the text: (4 marks)

- (i) companion
- (ii) alone.....
- (iii) of the town
- (iv) empty
- (v) harder
- (vi) calculate.....
- (vii) deceive
- (viii) keeping up.....

6. Explain what the writer means when she says, *the sensation is addictive* (line 20). (2 marks)

.....
.....

7. Why, according to the writer, is it important to wear gloves in cold weather? **Use your own words.** (2 marks)

.....
.....

8. 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. (4 marks)

(i) The writer has been running since her early childhood.
(True/False) because.....

(ii) The writer thinks that running at night is frightening.
(True/False) because.....

(iii) Night running feels harder than running by day.
(True/False) because.....

(iv) The writer is always in a mood for running before setting off.
(True/False) because.....

9. What does the writer mean by *Go out and meet them* (line 28)? (1 mark)

.....

