



SUBJECT: **English Language**  
 PAPER NUMBER: I – Part 1 – a) Listening Comprehension  
 DATE: 17<sup>th</sup> March 2018

**SESSION 1**

**EXAMINER'S PAPER**

**INSTRUCTIONS TO EXAMINERS**

**Preparation before the session:**

- Familiarise yourself with the texts before reading them aloud and take note of the punctuation in order to make the texts sound as natural as possible.
- Check the footnotes for the pronunciation of certain words.
- Check with the candidates whether you can be heard clearly.

**Procedure during the session:**

- (1) Tell the candidates:  
**You are going to listen to TWO passages and answer questions on both of them on the sheet provided.**  
**You may answer the questions at any time during the session.**  
**First, you have THREE minutes to read the questions on Text A.**  
 Give the candidates three minutes to read the questions on Text A.

Read Text A.

- (2) Tell the candidates:  
**You have THREE minutes to continue working on the questions.**  
 Give the candidates three minutes to continue working on the questions.

Read Text A for the second and last time.

- (3) Tell the candidates:  
**You have THREE minutes to complete your answers.**  
 Give the candidates three minutes to complete their answers.

- (4) Tell the candidates:  
**The THREE minutes are up. Kindly turn the page.**  
**You now have three minutes to read the questions on Text B.**  
 Give the candidates three minutes to read the questions on Text B.

Read Text B.

- (5) Tell the candidates:  
**You have THREE minutes to continue working on the questions.**  
 Give the candidates three minutes to continue working on the questions.

Read Text B for the second and last time.

- (6) Tell the candidates:  
**You have THREE minutes to complete your answers.**  
 Give the candidates three minutes to complete their answers.

The examiner reads out the following:

### **Text A**

**You are going to listen to a radio programme about the Legend of King Arthur.**

In today's radio programme dedicated to Famous Legends, you're going to listen to information about the Legend of King Arthur.

The Legend of King Arthur sums up the idea of Britain in ancient times. According to the legend, this most famous of British kings defended the country against Saxon invaders in the 5th and early 6th centuries, and he's been the subject of numerous stories that have achieved mythical status in Britain.

Everyone is familiar with the stories of King Arthur, his wife \*Guinevere and his Knights of the Round Table. In particular, the story tells of one of the knights, Lancelot, who fell in love with Guinevere and who rescued her from the resulting threat of execution by Arthur. This led to war between Lancelot and Arthur. The Round Table is a powerful Arthurian symbol. It was given to Arthur by his father-in-law as a dowry, and it was said to be round to avoid squabbles between the knights over who was most important.

Among the most famous tales is Arthur's search for the Holy Grail – the cup that contained the blood of Christ. The magician Merlin is another key figure in the Arthurian legends. Merlin placed a sword in a stone and whoever was able to pull it out would be king. Only Arthur could do it.

King Arthur has come to represent the battle for good against evil, but the myth and romance surrounding him have little basis in historic fact, and there's been much debate over whether he was really a historical figure. Only vague traces of historical and archaeological evidence exist, and versions of stories differ. He may have been a real person, but the stories are, of course, highly embellished, if not pure fiction.

However, King Arthur has been enormously influential in British society and culture for centuries. For example, Arthurian ancestry provided justification for the power of the Tudor monarchs. The legends were particularly fashionable during the Victorian period, when they inspired artists and writers.

These days, many visitors flock to \*\*Tintagel Castle in Cornwall, a dramatic ruin imposingly situated on the rugged Cornish coastline and supposedly the place where King Arthur was born.

\* Pronounced: /gwɪnɪvə/

\*\* Pronounced: /tɪn'tadʒəl/

*Adapted from <https://www.oxford-royale.co.uk/>*

The examiner reads out the following:

**Text B**

**You are going to listen to a programme in the series *The Best of British Cooking*.**

Hello and welcome to our weekly cooking programme 'Let's Cook This!' Thanks for joining me. Today, we're going to cook the best crumpets that you've ever had. Crumpets are also known as thick pancakes and they are traditional in Britain.

So here we go! First, get a small bowl and mix two tablespoons of tepid water, 25 grams of fresh yeast and half a teaspoon of sugar until completely dissolved. Leave the bowl in a warm place in order for the mixture to double in volume. Next, take a large mixing bowl and put in 150 grams of plain flour and a pinch of salt. Make a well in the middle. In it pour 100 millilitres of milk and drop in one whole egg. Stir the batter with a spoon, add one tablespoon of butter and the yeast mixture, and continue to mix until a really smooth batter is obtained. Finally, cover the bowl with a napkin and put it in a warm place, sheltered from draughts, for one hour or until the batter has doubled in volume.

To fry the crumpets, melt 50 grams of butter and then use it to grease the bottom of a large heavy frying pan and also the insides of the crumpet moulds. Place three or four moulds on the frying pan over a moderate heat. Drop one tablespoon of batter into each mould. It spreads immediately and fills the ring. When the crumpets begin to bubble, turn them over with a spatula, then lightly brown the other side for one to two minutes.

Place the crumpets on a dish and cover them with foil. Butter the moulds and frying pan again and continue making crumpets until the batter is used up.

These crumpets are a great breakfast treat and can be served toasted and spread thickly with butter or marmalade. Enjoy!

*Adapted from Larousse Gastronomique, 2009*



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**SESSION 2**

**EXAMINER'S PAPER**

**INSTRUCTIONS TO EXAMINERS**

**Preparation before the session:**

- Familiarise yourself with the texts before reading them aloud and take note of the punctuation in order to make the texts sound as natural as possible.
- Check the footnotes for the pronunciation of certain words.
- Check with the candidates whether you can be heard clearly.

**Procedure during the session:**

- (1) Tell the candidates:  
**You are going to listen to TWO passages and answer questions on both of them on the sheet provided.**  
**You may answer the questions at any time during the session.**  
**First, you have THREE minutes to read the questions on Text A.**  
Give the candidates three minutes to read the questions on Text A.

Read Text A.

- (2) Tell the candidates:  
**You have THREE minutes to continue working on the questions.**  
Give the candidates three minutes to continue working on the questions.

Read Text A for the second and last time.

- (3) Tell the candidates:  
**You have THREE minutes to complete your answers.**  
Give the candidates three minutes to complete their answers.

- (4) Tell the candidates:  
**The THREE minutes are up. Kindly turn the page.**  
**You now have three minutes to read the questions on Text B.**  
Give the candidates three minutes to read the questions on Text B.

Read Text B.

- (5) Tell the candidates:  
**You have THREE minutes to continue working on the questions.**  
Give the candidates three minutes to continue working on the questions.

Read Text B for the second and last time.

- (6) Tell the candidates:  
**You have THREE minutes to complete your answers.**  
Give the candidates three minutes to complete their answers.

The examiner reads out the following:

### **Text A**

#### **You are going to listen to a radio programme about the Legend of Atlantis.**

In today's radio programme dedicated to Famous Legends, you're going to listen to information about the Legend of Atlantis.

Plato told the story of Atlantis around 360 B.C. The founders of Atlantis were half god and half human. They created a utopian civilization and became a great naval power. Their home was made up of concentric islands separated by wide moats and linked by a canal that penetrated to the centre. The lush islands contained gold, silver, and other precious metals and supported an abundance of rare, exotic wildlife. There was a great capital city on the central island.

There are many theories about where Atlantis was. Some said it was in the Mediterranean, some said it was off the coast of Spain, and some even said it was under what is now Antarctica. Pick a spot on the map, and someone has said that Atlantis was there.

Plato said Atlantis existed about 9,000 years before his own time, and that its story had been passed down by poets, priests, and others. But Plato's writings about Atlantis are the only known records of its existence.

Few, if any, scientists think Atlantis actually existed. The National Geographic explorer-in-residence, Robert Ballard, notes that no Nobel Prize winners have said that what Plato wrote about Atlantis is true.

However, Ballard says, the legend of Atlantis is a logical one since cataclysmic floods and volcanic explosions have happened throughout history. This includes one event that had some similarities to the story of the destruction of Atlantis. About 3,600 years ago, a massive volcanic eruption devastated the island of Santorini in the Aegean Sea near Greece. At the time, a highly advanced society of Minoans lived on Santorini. The Minoan civilization disappeared suddenly at about the same time as the volcanic eruption.

But Ballard doesn't think Santorini was Atlantis because the time of the eruption on that island doesn't coincide with when Plato said Atlantis was destroyed.

One expert says that the legend of Atlantis is a story about a spiritual people who became greedy and petty. The gods became angry because the people had lost their way and turned to immoral ways of life. As a punishment, the gods sent one terrible night of fire and earthquakes that caused Atlantis to sink into the sea.

*Adapted from <https://www.nationalgeographic.com/>*

The examiner reads out the following:

**Text B**

**You are going to listen to a programme in the series *The Best of British Cooking*.**

Hello everyone and welcome to our weekly cooking programme 'One, Two, Three, Cook!' Thanks for joining me here. Today, we're going to cook the best Yorkshire pudding you've ever had. Believe me, with this easy recipe, you'll never buy ready-made ones again.

So here we go! First, take a large mixing bowl and in it whisk two eggs with two tablespoons of salt. Keep whisking until they form a froth. Take 150 grams of plain flour and add a little of it at a time, whisking well after each addition. The whisking is especially important to avoid clumps of flour and to obtain a smooth batter. After having added all the flour, pour 250 millilitres of milk and beat well again, making sure the mixture is smooth. Put this in a cool place for one hour. Make sure you let it cool completely before you carry on.

Next, turn on the oven to moderate heat. When the oven has reached the temperature, take an ovenproof dish and drizzle it with two tablespoons of oil and heat in the oven until it sizzles. Take the batter and beat it well once more while adding four tablespoons of cold water. Finally, pour this mixture into the hot dish and bake on the top shelf of the preheated oven for 15 minutes. After that, lower the temperature slightly and bake for 20 minutes. At the end of these 20 minutes check the pudding, which by now should be well risen, crisp and brown.

A British speciality from the North of England, the Yorkshire pudding is usually served with a traditional roast beef for Sunday lunch. Cut it up into portions and serve very hot alongside your already cooked roast beef. All you have to do then, is tuck in and enjoy!

*Adapted from Larousse Gastronomique, 2009*



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**SESSION 3**

**EXAMINER'S PAPER**

**INSTRUCTIONS TO EXAMINERS**

**Preparation before the session:**

- Familiarise yourself with the texts before reading them aloud and take note of the punctuation in order to make the texts sound as natural as possible.
- Check the footnotes for the pronunciation of certain words.
- Check with the candidates whether you can be heard clearly.

**Procedure during the session:**

- (1) Tell the candidates:  
**You are going to listen to TWO passages and answer questions on both of them on the sheet provided.**  
**You may answer the questions at any time during the session.**  
**First, you have THREE minutes to read the questions on Text A.**  
Give the candidates three minutes to read the questions on Text A.

Read Text A.

- (2) Tell the candidates:  
**You have THREE minutes to continue working on the questions.**  
Give the candidates three minutes to continue working on the questions.

Read Text A for the second and last time.

- (3) Tell the candidates:  
**You have THREE minutes to complete your answers.**  
Give the candidates three minutes to complete their answers.

- (4) Tell the candidates:  
**The THREE minutes are up. Kindly turn the page.**  
**You now have three minutes to read the questions on Text B.**  
Give the candidates three minutes to read the questions on Text B.

Read Text B.

- (5) Tell the candidates:  
**You have THREE minutes to continue working on the questions.**  
Give the candidates three minutes to continue working on the questions.

Read Text B for the second and last time.

- (6) Tell the candidates:  
**You have THREE minutes to complete your answers.**  
Give the candidates three minutes to complete their answers.

The examiner reads out the following:

### **Text A**

#### **You are going to listen to a radio programme about the Legend of Lady Godiva.**

In today's radio programme dedicated to Famous Legends, you're going to listen to information about the Legend of Lady Godiva.

The original Lady Godiva was an 11th century noblewoman married to Leofric, the powerful Earl of Mercia and Lord of Coventry.

As the story goes, Godiva was troubled by the crippling taxes Leofric had levied on the citizens of Coventry. After she repeatedly asked him to lessen the burden, Leofric quipped that he would lower taxes only if she rode naked on horseback through the centre of town. He was quite sure that his demure, modest wife would never do such a thing.

But Lady Godiva took him at his word, and on Market Day in Coventry she rode naked, veiled only by her long golden hair. As her hair was long enough to cover all her body, only her face and legs could be seen.

Before leaving, she ordered the people of Coventry to remain inside their homes and not peek, but one man, named Tom, couldn't resist opening his window to get an eyeful. Upon doing so, this Peeping Tom was struck blind.

After finishing her naked ride, Godiva confronted her husband and demanded that he hold up his end of the bargain. True to his word, Leofric reduced the people's debts.

While most historians consider her nude horseback ride a myth, Lady Godiva was indeed a real person from the 11th century. The historical Godiva was known for her generosity to the church, and along with Leofric, she helped found a monastery in Coventry. Contemporary accounts of her life note that Godiva was one of only a few female landowners in England in the 11th century, but they make no mention of a clothes-free horseback ride. That story appears to have first cropped up some 100 years after her death in a book by the English monk Roger of Wendover, who was known for stretching the truth in his writings.

The legend of Peeping Tom, meanwhile, didn't become a part of the tale until the 16th century. The Godiva myth was later popularized in songs and in verse by the likes of Alfred, Lord Tennyson, who wrote a famous poem called *Godiva* in 1840.

\*Pronounced: /gə'daɪvə/

*Adapted from <http://www.historic-uk.com/>*



The examiner reads out the following:

**Text B**

**You are going to listen to a programme in the series *The Best of British Cooking*.**

Hello there! Welcome to my weekly cooking show 'Cook it Now'. Today we're making the best fish pie you've ever had. This is a great dish to make ahead of time.

Are you ready? Let's start. Preheat oven to 180 degrees Celsius. Meanwhile, take a large mixing bowl and in it mix together all the ingredients for the filling. You'll need 800 grams of cooked cod, finely chopped. You'll also need 400 grams of flaked, cooked haddock and 250 grams of smoked salmon cut into small pieces. Spice it up a little bit with half a teaspoon ground ginger. Throw in one tablespoon of chopped, fresh dill and one teaspoon of chopped, fresh mint and season with salt and pepper. Put this aside so you can work on the dough next.

Put 200 grams of lard and 220 millilitres of water in a small pan and heat gently until the lard melts. Meanwhile, put 575 grams of plain flour in a large mixing bowl. When the mixture of lard and water starts to boil, pour it into the flour and stir with a wooden spoon. Mix well to form a dough.

When the dough is cool enough to handle, cut off one quarter of it and reserve it for the lid. Roll out the remaining dough to a circle and then place it in the base of a baking tin. Press the dough evenly over the base and up the sides of the baking tin. Fill with the fish mixture. Roll out the dough for the lid and place on top of the pie. Pinch all around the edges to seal the pie. Make a hole in the centre for steam to come out through.

Cook in the oven for 30 minutes then reduce the heat to 160 degrees Celsius and cook until it is golden brown.

Serve cold on its own or with some vegetables for a more filling supper. Enjoy!

*Adapted from [www.bbcgoodfood.com](http://www.bbcgoodfood.com)*



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**SESSION 4**

**EXAMINER'S PAPER**

**INSTRUCTIONS TO EXAMINERS**

**Preparation before the session:**

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**Procedure during the session:**

- (1) Tell the candidates:  
**You are going to listen to TWO passages and answer questions on both of them on the sheet provided.**  
**You may answer the questions at any time during the session.**  
**First, you have THREE minutes to read the questions on Text A.**  
 Give the candidates three minutes to read the questions on Text A.

Read Text A.

- (2) Tell the candidates:  
**You have THREE minutes to continue working on the questions.**  
 Give the candidates three minutes to continue working on the questions.

Read Text A for the second and last time.

- (3) Tell the candidates:  
**You have THREE minutes to complete your answers.**  
 Give the candidates three minutes to complete their answers.

- (4) Tell the candidates:  
**The THREE minutes are up. Kindly turn the page.**  
**You now have three minutes to read the questions on Text B.**  
 Give the candidates three minutes to read the questions on Text B.

Read Text B.

- (5) Tell the candidates:  
**You have THREE minutes to continue working on the questions.**  
 Give the candidates three minutes to continue working on the questions.

Read Text B for the second and last time.

- (6) Tell the candidates:  
**You have THREE minutes to complete your answers.**  
 Give the candidates three minutes to complete their answers.

The examiner reads out the following:

### **Text A**

#### **You are going to listen to a radio programme about the Gordian Knot.**

In today's radio programme dedicated to Famous Legends, you're going to listen to information about the Legend of the Gordian Knot.

The term Gordian knot, which is commonly used to describe a complex or unsolvable problem, can be traced back to a legendary chapter in the life of Alexander the Great.

As the story goes, in 333 B.C. the Macedonian conqueror marched his army into the capital of Gordium in modern day Turkey. Upon arriving in the city, he encountered an ancient wagon, its yoke tied with what one Roman historian later described as a tightly entangled knot that it was impossible to see how it was fastened.

The tradition of the country held that the wagon had once belonged to Gordius, the father of the celebrated King Midas. An oracle had declared that any man who could unravel its elaborate knots was destined to become ruler of all of Asia.

According to the ancient chronicler Arrian, the impulsive Alexander was instantly seized with an ardent desire to untie the Gordian knot. After wrestling with it for a time and finding no success, he stepped back from the mass of knotted ropes and proclaimed that it made no difference how they were loosened. He then drew his sword and sliced the knot in half with a single stroke.

In another version of the legend, he simply pulled out a lynchpin running through the yoke, loosening the knot enough that he was able to unfasten it. Whatever method he used, the young king was immediately hailed as having outsmarted the ancient puzzle. That same night, Gordium was rocked by a thunder and lightning storm, which Alexander and his men took as a sign that he had pleased the gods. True to the prophecy, he went on to conquer Egypt and large areas of Asia before his death at age 32.

Thanks to the enduring popularity of the Alexander fable, the phrase Gordian knot has entered the language. It came to mean a difficult obstacle. One of the earliest appearances of the phrase is in the play, *Henry the Fifth* by William Shakespeare. The saying "cutting the Gordian knot" is now commonly used to describe a creative or decisive solution to a seemingly insurmountable problem.

*Adapted from <http://www.history.com/>*

The examiner reads out the following:

**Text B**

**You are going to listen to a programme in the series *The Best of British Cooking*.**

Hello there and welcome to our cooking programme 'Get Ready, Cook!' Thanks for joining me today. During this programme, we're going to make the best mince pies you've ever had. This is an easy recipe and it's great fun to make with the children during the holidays.

Are you ready to begin? So we will make both the filling, called the mincemeat, and the dough. To start, let's make the mincemeat. Take one large mixing bowl and mix all of the following ingredients in it: 400 grams of vegetable fat, 450 grams each of currants and raisins, 500 grams of chopped apples and 350 grams of sugar. To this add the spices, cinnamon and nutmeg. Mix all the ingredients well, cover the bowl and set aside.

Meanwhile, we'll make the shortcrust pastry. Combine 500 grams of plain flour with 250 grams of chilled butter. Do this by rubbing the butter and flour gently between the tips of your fingers. This will result in a breadcrumbs like consistency. In order to combine into a dough, add just a few drops of water and press the mixture together. Once the dough comes together, keep the dough cool in the fridge for half an hour.

When the dough is cool, you can proceed by making the mince pies. Take the dough out of the fridge and roll it out. Line some small pie cases with the pastry and then fill with the mincemeat mixture. Cover the top with a layer of pastry and bake in a preheated oven at 220 degrees Celsius for 20 minutes.

This traditional British mince pie can be served warm with a dusting of icing sugar on top. Tea is the perfect accompaniment while you relish the juicy filling inside. Mince pies will keep well for a few days in an airtight container.

*Adapted from Larousse Gastronomique, 2009*

SUBJECT: **English Language**  
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<b>SESSION 5</b>
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### EXAMINER'S PAPER

#### INSTRUCTIONS TO EXAMINERS

##### Preparation before the session:

- Familiarise yourself with the texts before reading them aloud and take note of the punctuation in order to make the texts sound as natural as possible.
- Check the footnotes for the pronunciation of certain words.
- Check with the candidates whether you can be heard clearly.

##### Procedure during the session:

- (1) Tell the candidates:  
**You are going to listen to TWO passages and answer questions on both of them on the sheet provided.**  
**You may answer the questions at any time during the session.**  
**First, you have THREE minutes to read the questions on Text A.**  
 Give the candidates three minutes to read the questions on Text A.

Read Text A.

- (2) Tell the candidates:  
**You have THREE minutes to continue working on the questions.**  
 Give the candidates three minutes to continue working on the questions.

Read Text A for the second and last time.

- (3) Tell the candidates:  
**You have THREE minutes to complete your answers.**  
 Give the candidates three minutes to complete their answers.

- (4) Tell the candidates:  
**The THREE minutes are up. Kindly turn the page.**  
**You now have three minutes to read the questions on Text B.**  
 Give the candidates three minutes to read the questions on Text B.

Read Text B.

- (5) Tell the candidates:  
**You have THREE minutes to continue working on the questions.**  
 Give the candidates three minutes to continue working on the questions.

Read Text B for the second and last time.

- (6) Tell the candidates:  
**You have THREE minutes to complete your answers.**  
 Give the candidates three minutes to complete their answers.

The examiner reads out the following:

### **Text A**

**You are going to listen to a radio programme about the Legend of EL Dorado.**

In today's radio programme dedicated to Famous Legends, you're going to listen to information about the Legend of EL Dorado.

In the 16th and 17th centuries, Europeans believed that somewhere in the New World there was a place of immense wealth known as El Dorado. The origins of El Dorado lie deep in South America. Like all enduring legends, the tale of El Dorado contains some scraps of truth.

When Spanish explorers reached South America in the early 16th century, they heard stories about a tribe of natives high in the Andes mountains in what is now Colombia. When a new chieftain rose to power, his rule began with a ceremony at Lake Guatavita. The new ruler was covered with gold dust, and the gold and precious jewels were thrown into the lake to appease a god that lived underwater.

The Spaniards started calling this golden chief El Dorado, the gilded one. The ceremony of the gilded man supposedly ended in the late 15th century when El Dorado and his subjects were conquered by another tribe. But the Spaniards and other Europeans had found so much gold among the natives along the continent's northern coast that they believed there had to be a place of great wealth somewhere in the interior.

The Spaniards didn't find El Dorado, but they did find Lake Guatavita and tried to drain it in 1545. They lowered its level enough to find hundreds of pieces of gold along the lake's edge. But the presumed fabulous treasure in the deeper water was beyond their reach.

English courtier Sir Walter \*Raleigh made two trips to Guiana to search for El Dorado. During his second trip in 1617, he sent his son, Watt Raleigh, with an expedition up the Orinoco River. But Walter Raleigh, then an old man, stayed behind at a base camp on the island of Trinidad. The expedition was a disaster, and Watt Raleigh was killed in a battle with Spaniards.

Sir Walter Raleigh returned to England, where King James ordered him to be beheaded for, among other things, disobeying orders to avoid conflict with the Spanish.

So where is this lost city of gold? This place of immeasurable riches has never been found.

\*Pronounced: /'rɑ:lɪ /

*Adapted from <https://www.nationalgeographic.com/>*

The examiner reads out the following:

**Text B**

**You are going to listen to a programme in the series *The Best of British Cooking*.**

Hello and welcome! Thanks for joining me today on my weekly cooking show 'Cook It With Me' to make the best apple pie you've ever had. This old-fashioned, homemade recipe is a real winner with adults and children alike.

Shall we start? Start off by making a shortcrust pastry. First, take a large bowl and combine 250 grams of plain flour with 100 grams of butter. Then, add a few drops of water to form a dough. Next, roll out a strip of pastry and place round the rim of a pie dish. Keep this aside while preparing the pie filling.

For the filling you need to peel and slice 900 grams of apples and place them in the dish, adding 100 grams of brown sugar between the layers. Distribute six whole cloves among the layers of apple.

To finish the pie, roll out the remaining pastry in the shape and size of your pie dish, and use to cover the top of the pie. Press the pastry firmly around the rim, dampening with water. This helps the top of the pie to stay in place and seal in the fruit. Make several small slits or a hole in the middle of the pie. This is done so that the steam from the filling escapes through. You can decorate the top with pastry trimmings. In order to get a golden brown crust after baking, you can brush it with milk. Bake in a preheated oven at 200 degrees Celsius for 15 minutes. Reduce the temperature to 180 degrees Celsius and bake for a further 30 minutes until the top of the pie is nicely browned.

Before serving this classic dessert pie, you can warm and dust it with superfine sugar, called caster sugar, on top. On the side, you can serve either vanilla ice-cream or warm custard. Enjoy!

*Adapted from Larousse Gastronomique, 2009*



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**SESSION 1**

**CANDIDATE'S PAPER**

Total
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**TEXT A - THE LEGEND OF KING ARTHUR**

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

A		B	
a.	5 <sup>th</sup> and 6 <sup>th</sup> centuries		Arthurian ancestry
b.	Lancelot		given as a dowry
c.	Round Table	a	Arthur defended country against Saxon invaders
d.	Holy Grail		in love with Guinevere
e.	King Arthur		Cornish coastline
f.	Tudor monarchs		Arthur's famous tale
g.	Arthurian Legends		influence on British society and culture for centuries
h.	Tintagel Castle		inspiration to artists and writers during Victorian era

**(Total: 7 marks)**

2. Are the following statements TRUE or FALSE? Circle the correct answer and give evidence from what you have listened to for each of your answers.

a. Stories about Arthur have become myths.

**(True/False)** because \_\_\_\_\_

b. Guinevere was executed by Arthur.

**(True/False)** because \_\_\_\_\_

c. Lancelot and Arthur were enemies.

**(True/False)** because \_\_\_\_\_

d. Peace was kept among the knights because of the Round Table.

**(True/False)** because \_\_\_\_\_

e. The sword in the stone was pulled out by Merlin.

**(True/False)** because \_\_\_\_\_

f. There is plenty of historical and archaeological evidence that proves that Arthur really existed.

**(True/False)** because \_\_\_\_\_

**(Total: 6 marks)**

3. Underline the correct answer.

According to the text you have listened to, the legend of King Arthur

a. mentions the concept of ancient Britain.

b. comprises the concept of ancient Britain.

c. excludes the concept of ancient Britain.

**(Total: 2 marks)**



**TEXT B – MAKING CRUMPETS**

Total
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1. Put the following sentences in the order in which you hear them. The first one has been done for you.

	Drop some batter into each mould.
	Mix together the water, yeast and sugar.
	Add the milk and egg.
<b>1</b>	Get a small bowl.
	Cook until it turns brown.
	Mix until you get a really smooth batter.
	Put your favourite spread on top.
	Mix the flour and salt together.

**(Total: 7 marks)**

2. Fill in the grid with missing information.

a.		the amount of fresh yeast in grams
b.		the amount of milk needed in millilitres
c.		the cooking method used to make the crumpets
d.		the ingredient needed to grease the pan
e.		the intensity of the heat needed to cook the crumpets
f.		the utensil used to turn over the crumpets
g.		when the crumpets are usually eaten
h.		the spread which the crumpets can be served with

**(Total: 8 marks)**



SUBJECT: **English Language**  
 PAPER NUMBER: I – Part 1 – a) Listening Comprehension  
 DATE: 17<sup>th</sup> March 2018

**SESSION 2**

**CANDIDATE'S PAPER**

Total

**TEXT A - THE LEGEND OF ATLANTIS**

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

A		B	
a.	360 BC		when Atlantis existed
b.	half god half human		on the Aegean sea
c.	great naval power		founders of Atlantis
d.	capital city		Atlantis
e.	9000 years before Plato's time		destruction of Santorini
f.	3600 years ago		Minoans
g.	Santorini		central island
h.	lived on Santorini	a	when Plato told the story of Atlantis

**(Total: 7 marks)**

2. Are the following statements TRUE or FALSE? Circle the correct answer and give evidence from what you have listened to for each of your answers.

a. People believe that Atlantis could have existed in different areas.

**(True/False)** because \_\_\_\_\_

b. According to Plato, the story of Atlantis had been told before he wrote it down.

**(True/False)** because \_\_\_\_\_

c. Several Nobel Prize winners have said that Atlantis really existed.

**(True/False)** because \_\_\_\_\_

d. Ballard believes Santorini was Atlantis.

**(True/False)** because \_\_\_\_\_

e. The people of Atlantis had always led immoral ways of life.

**(True/False)** because \_\_\_\_\_

f. The sinking of Atlantis was a punishment of its inhabitants.

**(True/False)** because \_\_\_\_\_

**(Total: 6 marks)**

3. Underline the correct answer.

According to the text you have listened to, the legend of Atlantis is

a. a plausible one.

b. an absurd one.

c. an unlikely one.

**(Total: 2 marks)**

**TEXT B – MAKING A YORKSHIRE PUDDING**

Total

1. Put the following sentences in the order in which you hear them. The first one has been done for you.

	Add the milk.
	Heat up the oil.
	Whisk the two eggs with the salt.
	Pour the mixture in the dish.
<b>1</b>	Get a large mixing bowl.
	Turn on the oven.
	Put in a cool place.
	Add the flour.

**(Total: 7 marks)**

2. Fill in the grid with missing information.

a.		the amount of flour in grams
b.		whisking avoids this from forming in the batter
c.		the number of hours that the batter is left in a cool place
d.		the intensity of the heat in the oven
e.		the type of dish
f.		the number of tablespoons of water added to the batter
g.		when the pudding is usually eaten
h.		how to serve the Yorkshire pudding

**(Total: 8 marks)**



SUBJECT: **English Language**  
 PAPER NUMBER: I – Part 1 – a) Listening Comprehension  
 DATE: 17<sup>th</sup> March 2018

<b>SESSION 3</b>
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**CANDIDATE'S PAPER**

Total
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**TEXT A - THE LEGEND OF LADY GODIVA**

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

<b>A</b>		<b>B</b>	
a.	11 <sup>th</sup> century		when Lord Tennyson wrote a poem about Lady Godiva
b.	Leofric		wrote a book about Lady Godiva
c.	Market Day	a	when the original Lady Godiva lived
d.	Peeping Tom		Earl of Mercia
e.	Lady Godiva and Leofric		founded a monastery
f.	Roger of Wendover		became blind
g.	16 <sup>th</sup> century		when the nude horseback ride happened
h.	1840		when Peeping Tom became part of Lady Godiva's tale

**(Total: 7 marks)**

2. Are the following statements TRUE or FALSE? Circle the correct answer and give evidence from what you have listened to for each of your answers.

a. Lady Godiva imposed harsh taxes on the citizens of Coventry.

**(True/False)** because \_\_\_\_\_

b. Leofric was certain his wife would not accept his dare.

**(True/False)** because \_\_\_\_\_

c. Leofric ordered the people of Coventry to remain inside.

**(True/False)** because \_\_\_\_\_

d. Leofric kept his promise.

**(True/False)** because \_\_\_\_\_

e. There were many female landowners in England in the 11<sup>th</sup> century.

**(True/False)** because \_\_\_\_\_

f. The Godiva legend has been passed down to us through word of mouth only.

**(True/False)** because \_\_\_\_\_

**(Total: 6 marks)**

3. Underline the correct answer.

According to the text you have listened to, Lady Godiva's nude horseback ride is considered true by

a. most historians.

b. few historians.

c. all historians.

**(Total: 2 marks)**

Total
-------

**TEXT B – MAKING A FISH PIE**

1. Put the following sentences in the order in which you hear them. The first one has been done for you.

	Add in the spice and herbs.
<b>1</b>	Take a large mixing bowl.
	Melt the lard in the hot water.
	Pour the hot mixture into the flour.
	Bake at 160 degrees Celsius.
	Bake for 30 minutes.
	Make a hole in the centre.
	Mix the fish together.

**(Total: 7 marks)**

2. Fill in the grid with missing information.

a.		the temperature of the preheated oven
b.		the amount of haddock in grams
c.		the spice used
d.		the utensil used to stir the mixture
e.		the amount of dough used for the lid
f.		the container the pie is baked in
g.		what the cooked pie should look like
h.		time of day when the pie is usually eaten

**(Total: 8 marks)**



SUBJECT: **English Language**  
 PAPER NUMBER: I – Part 1 – a) Listening Comprehension  
 DATE: 17<sup>th</sup> March 2018

**SESSION 4**

**CANDIDATE'S PAPER**

Total

**TEXT A - THE LEGEND OF THE GORDIAN KNOT**

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

A		B	
a.	333 BC		first reference to the phrase 'Gordian Knot'.
b.	Macedonian conqueror		prophecy about who was to conquer all of Asia
c.	Gordium		Alexander the Great
d.	Roman historian	a	Alexander marched into Gordium
e.	Gordius		ancient chronicler
f.	Oracle		King Midas' father
g.	Arrian		described the knot
h.	a play by Shakespeare		modern day Turkey

**(Total: 7 marks)**

2. Are the following statements TRUE or FALSE? Circle the correct answer and give evidence from what you have listened to for each of your answers.

a. The term 'Gordian Knot' refers to any difficult problem.

**(True/False)** because \_\_\_\_\_

b. In the legend, a wagon was tied by a complicated knot.

**(True/False)** because \_\_\_\_\_

c. The wagon belonged to King Midas.

**(True/False)** because \_\_\_\_\_

d. Alexander had to strike the knot several times before it was unravelled.

**(True/False)** because \_\_\_\_\_

e. There is only one version of the legend of the Gordian knot.

**(True/False)** because \_\_\_\_\_

f. Alexander died in his late 30s.

**(True/False)** because \_\_\_\_\_

**(Total: 6 marks)**

3. Underline the correct answer.

According to the text you have listened to, the legend of the Gordian Knot shows that

a. Alexander the Great got the better of an ancient puzzle.

b. Midas got the better of an ancient puzzle.

c. Gordium got the better of an ancient puzzle.

**(Total: 2 marks)**

Total
-------

**TEXT B – MAKING MINCE PIES**

1. Put the following sentences in the order in which you hear them. The first one has been done for you.

	Mix the vegetable fat, currants, raisins, apples and sugar together.
	Cool the dough.
	Roll out the dough.
	Add some water.
<b>1</b>	Take a large mixing bowl.
	Combine the flour and butter.
	Cover with a layer of dough.
	Add the two spices.

**(Total: 7 marks)**

2. Fill in the grid with missing information.

a.		the name of the filling
b.		the amount of vegetable fat in grams
c.		the ingredient that is chopped
d.		the name of one spice used in the recipe
e.		the amount of flour in grams
f.		the number of minutes the dough is kept in the fridge
g.		how to serve the mince pies
h.		ideal drink to have with the mince pies

**(Total: 8 marks)**



SUBJECT: **English Language**  
 PAPER NUMBER: I – Part 1 – a) Listening Comprehension  
 DATE: 17<sup>th</sup> March 2018

<b>SESSION 5</b>
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**CANDIDATE'S PAPER**

Total
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**TEXT A - THE LEGEND OF EL DORADO**

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

A		B	
a.	16 <sup>th</sup> century		Walter Raleigh's second trip
b.	Andes mountains		where the ceremony took place
c.	Lake Guatavita		the gilded one
d.	Chief El Dorado		lost battle against the Spanish
e.	15 <sup>th</sup> century		draining of Lake Guatavita
f.	1545	a	Spanish explorers reached South America
g.	1617		where a tribe of natives lived
h.	Walter Raleigh		when El Dorado was conquered

**(Total: 7 marks)**

2. Are the following statements TRUE or FALSE? Circle the correct answer and give evidence from what you have listened to for each of your answers.

a. In the 16<sup>th</sup> and 17<sup>th</sup> centuries people believed that El Dorado was somewhere in Spain.

**(True/False)** because \_\_\_\_\_

b. Jewels were thrown in Lake Guatavita to satisfy the god of the lake.

**(True/False)** because \_\_\_\_\_

c. Chief El Dorado was given the name by his subjects.

**(True/False)** because \_\_\_\_\_

d. Walter Raleigh accompanied his son into battle.

**(True/False)** because \_\_\_\_\_

e. Walter Raleigh died of old age.

**(True/False)** because \_\_\_\_\_

f. El Dorado has remained undiscovered.

**(True/False)** because \_\_\_\_\_

**(Total: 6 marks)**

3. Underline the correct answer.

According to the text you have listened to, the legend of El Dorado

a. is untrue.

b. contains some truth.

c. is completely factual.

**(Total: 2 marks)**



Total

**TEXT B – MAKING AN APPLE PIE**

1. Put the following sentences in the order in which you hear them. The first one has been done for you.

	Cover the pie.
<b>1</b>	Take a large mixing bowl.
	Place the strip of pastry around the rim of the pie dish.
	Bake at 180 degrees Celsius.
	Bake at 200 degrees Celsius.
	Mix the flour and butter.
	Make a hole in the middle.
	Place the fruit and sugar in a dish.

**(Total: 7 marks)**

2. Fill in the grid with missing information.

a.		the amount of flour in grams
b.		the liquid added to make the pastry
c.		the type of sugar used in the filling
d.		what to do to the pastry so it stays in place
e.		what to use to decorate the top
f.		what to apply with a brush
g.		what to sprinkle on top
h.		what to serve the apple pie with

**(Total: 8 marks)**



SUBJECT: **English Language**  
PAPER NUMBER: I – Part 1 – Conversation  
DATE: 13<sup>th</sup> April 2018

**SESSION 1**

**EXAMINER'S PAPER**

**Instructions to examiners**

- Follow the procedure indicated below.
- Ask questions 1, 2 and 3 to **ALL** the candidates and ask any **THREE** questions of your choice from questions 4 to 9 so that the candidate is engaged in conversation long enough (about 5 minutes) to enable you to make an accurate and fair assessment of their speaking skills.
- Do **not** rephrase questions or improvise.
- Ensure that the Candidate's Paper remains in the examination room.
- Refer closely to the rating scale relating to the candidate's handling of English to enable you to arrive at a fair assessment of their ability to use spoken English.
- Mark absent candidates as "abs".

**SESSION 1: OUR ENVIRONMENT**

Greet the candidate and hand out the Candidate's Paper.

Tell the candidate: **Take a look at these pictures.**

Proceed to ask questions 1, 2 and 3.

1. What can you see in the first picture?
2. How is the second picture different from the first picture?
3. What can we do to keep our beaches clean?

Tell the candidate: **Now let's move away from the pictures and talk about taking care of our environment.**

Proceed to ask any **THREE** of these questions:

4. Do you help to clean up at home? Why/Why not?
5. What do you do with things you do not need anymore?
6. Why should people care about the environment of the location they live in?
7. What do young people stand to gain by helping at home?
8. What are some of the difficulties young people may face when asked to help at home?
9. What can be done to encourage more young people to take care of their environment?

**(Total: 10 marks)**

**CONVERSATION – ROLE-PLAY****1A****Instructions to examiners**

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

Read out to the candidate:

**You are waiting at the bus stop with your friend when it starts to rain. You love autumn but your friend doesn't.**

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

**Examiner:** Hello. Here we are again, waiting at the bus stop in the rain. I really miss summer, don't you?

**Candidate:** **(1)** Talk about your preference for autumn and give **TWO** reasons why you like the weather at this time of year.

**Examiner:** Well, I don't see it that way. Days will now start getting shorter and there will be much less time for fun activities.

**Candidate:** **(2)** Disagree and mention **TWO** fun outdoor activities you can enjoy in autumn.

**Examiner:** I'm not so sure about that. For example, what can we do this weekend?

**Candidate:** **(3)** Suggest going to a fancy dress party on Saturday.

**Examiner:** Well, I don't really know ...

**Candidate:** **(4)** Persuade your friend to go to this party and give **ONE** reason.

**Examiner:** OK, fine. You've managed to convince me.

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

**Examiner:** I'll see you on Saturday.

**(Total: 10 marks)**

**PLEASE ENSURE THAT YOU COLLECT THE CANDIDATE'S PAPER  
AT THE END OF THE EXAMINATION**

**CONVERSATION – ROLE-PLAY****1B****Instructions to examiners**

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

Read out to the candidate:

**You are talking to your friend at a barbecue. You love summer and leisure events but your friend doesn’t.**

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

**Examiner:** Hello. Here we are again at the end-of-school barbecue. I’ll miss the fun we had, won’t you?

**Candidate:** **(1)** Talk about your preference for summer and give **TWO** reasons why you like the weather at this time of year.

**Examiner:** Well, I don’t see it that way. Now temperatures will start rising until the heat becomes unbearable. There’s hardly anything I enjoy doing!

**Candidate:** **(2)** Disagree and mention **TWO** fun outdoor activities you can enjoy in summer.

**Examiner:** I’m not so sure about that. For example, what can we do this weekend?

**Candidate:** **(3)** Suggest going to a party on Saturday.

**Examiner:** Well, I don’t really know ...

**Candidate:** **(4)** Persuade your friend to go to this party and give **ONE** reason.

**Examiner:** OK, fine. You’ve managed to convince me.

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

**Examiner:** I’ll see you on Saturday.

**(Total: 10 marks)**

**PLEASE ENSURE THAT YOU COLLECT THE CANDIDATE’S PAPER  
AT THE END OF THE EXAMINATION**

**CONVERSATION – VISUAL PROMPT**

**1A**



**(Total: 10 marks)**

**CONVERSATION – VISUAL PROMPT**

**1B**



**(Total: 10 marks)**

*Pictures taken from: <https://commons.wikimedia.org>  
<http://www.kitv.com>  
<https://www.thefoodrush.com>  
[www.treehugger.com](http://www.treehugger.com)*



SUBJECT: **English Language**  
PAPER NUMBER: I – Part 1 – Conversation  
DATE: 13<sup>th</sup> April 2018

**SESSION 1A**

**CANDIDATE'S PAPER**

**CONVERSATION – ROLE-PLAY**

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

**You are waiting at the bus stop with your friend when it starts to rain. You love autumn but your friend doesn't.**

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

**Examiner:**

**Candidate: (1)** Talk about your preference for autumn and give **TWO** reasons why you like the weather at this time of year.

**Examiner:**

**Candidate: (2)** Disagree and suggest **TWO** fun outdoor activities you can enjoy in autumn.

**Examiner:**

**Candidate: (3)** Suggest going to a fancy dress party on Saturday.

**Examiner:**

**Candidate: (4)** Persuade your friend to go to this party and give **ONE** reason.

**Examiner:**

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

**Examiner:**

**(Total: 10 marks)**

**PLEASE HAND BACK THE SHEET AT THE END OF THE EXAMINATION**

**CONVERSATION – VISUAL PROMPT**

**OUR ENVIRONMENT**

**1A**



**(Total: 10 marks)**



SUBJECT: **English Language**  
PAPER NUMBER: I – Part 1 – Conversation  
DATE: 13<sup>th</sup> April 2018

**SESSION 1B**

**CANDIDATE'S PAPER**

**CONVERSATION – ROLE-PLAY**

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

**You are talking to your friend at a barbecue. You love summer and leisure events but your friend doesn't.**

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

**Examiner:**

**Candidate: (1)** Talk about your preference for summer and give **TWO** reasons why you like the weather at this time of year.

**Examiner:**

**Candidate: (2)** Disagree and mention **TWO** fun outdoor activities you can enjoy in summer.

**Examiner:**

**Candidate: (3)** Suggest going to a party on Saturday.

**Examiner:**

**Candidate: (4)** Persuade your friend to go to this party and give **ONE** reason.

**Examiner:**

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

**Examiner:**

**(Total: 10 marks)**

**PLEASE HAND BACK THE SHEET AT THE END OF THE EXAMINATION**



**CONVERSATION – VISUAL PROMPT**

**OUR ENVIRONMENT**

**1B**



**(Total: 10 marks)**



SUBJECT: **English Language**  
PAPER NUMBER: I – Part 1 – Conversation  
DATE: 16<sup>th</sup> April 2018

**SESSION 2**

**EXAMINER'S PAPER**

**Instructions to examiners**

- Follow the procedure indicated below.
- Ask questions 1, 2 and 3 to **ALL** the candidates and ask any **THREE** questions of your choice from questions 4 to 9 so that the candidate is engaged in conversation long enough (about 5 minutes) to enable you to make an accurate and fair assessment of their speaking skills.
- Do **not** rephrase questions or improvise.
- Ensure that the Candidate's Paper remains in the examination room.
- Refer closely to the rating scale relating to the candidate's handling of English to enable you to arrive at a fair assessment of their ability to use spoken English.
- Mark absent candidates as "abs".

**SESSION 2: OUR ENVIRONMENT**

Greet the candidate and hand out the Candidate's Paper.

Tell the candidate: **Take a look at these pictures.**

Proceed to ask questions 1, 2 and 3.

1. What can you see in the first picture?
2. How is the second picture different from the first picture?
3. What can we do to reduce the amount of waste that is thrown away?

Tell the candidate: **Now let's move away from the pictures and talk about taking care of our environment.**

Proceed to ask any **THREE** of these questions:

4. Do you separate waste at home? Why/Why not?
5. What do you normally do with clothes you do not wear anymore?
6. Why should people care about the amount of plastic that is thrown away in the sea?
7. What are some of the benefits of waste separation?
8. What are some of the difficulties people may face when separating waste?
9. What can be done to raise awareness about the need to reduce waste?

**(Total: 10 marks)**

**CONVERSATION – ROLE-PLAY****2A****Instructions to examiners**

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

Read out to the candidate:

**You are talking to your friend at a bookshop. You love winter and the cold weather but your friend doesn’t.**

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

**Examiner:** Hello. Here we are again, meeting at the bookshop on a cold wintry day. I really miss the warmer weather, don’t you?

**Candidate:** **(1)** Talk about your preference for winter and give **TWO** reasons why you like the weather at this time of year.

**Examiner:** Well, I don’t see it that way. The weather is so chilly, there’s hardly anything I enjoy doing.

**Candidate:** **(2)** Disagree and mention **TWO** fun outdoor activities you can do in winter.

**Examiner:** I’m not so sure about that. For example, what can we do this weekend?

**Candidate:** **(3)** Suggest going on a hike on Sunday.

**Examiner:** Well, I don’t really know ...

**Candidate:** **(4)** Persuade your friend to go on this hike and give **ONE** reason.

**Examiner:** OK, fine. You’ve managed to convince me.

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

**Examiner:** I’ll see you on Sunday.

**(Total: 10 marks)**

**PLEASE ENSURE THAT YOU COLLECT THE CANDIDATE’S PAPER  
AT THE END OF THE EXAMINATION**

**CONVERSATION – ROLE-PLAY****2B****Instructions to examiners**

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

Read out to the candidate:

**You are talking to your friend at a coffee shop. You love springtime but your friend doesn't.**

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

**Examiner:** Hello. Here we are again, having a cup of coffee before we dash off. I hate springtime – we're all so busy studying, aren't we?

**Candidate:** **(1)** Talk about your preference for spring and give **TWO** reasons why you like the weather at this time of year.

**Examiner:** Well, I don't see it that way. The weather can vary quite a lot and there's hardly anything I enjoy doing.

**Candidate:** **(2)** Disagree and mention **TWO** fun outdoor activities you can enjoy in spring.

**Examiner:** I'm not so sure about that. For example, what can we do this weekend?

**Candidate:** **(3)** Suggest going on an indoor treasure hunt at the Youth Centre on Saturday.

**Examiner:** Well, I don't really know ...

**Candidate:** **(4)** Persuade your friend to go to this indoor treasure hunt and give **ONE** reason.

**Examiner:** OK, fine. You've managed to convince me.

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

**Examiner:** I'll see you on Saturday.

**(Total: 10 marks)**

**PLEASE ENSURE THAT YOU COLLECT THE CANDIDATE'S PAPER  
AT THE END OF THE EXAMINATION**

**CONVERSATION – VISUAL PROMPT**

**2A**



**(Total: 10 marks)**

**CONVERSATION – VISUAL PROMPT**

**2B**



**(Total: 10 marks)**

*Pictures taken from: <http://www.gazetteandherald.co.uk>  
<https://www.thefoodrush.com>  
<http://www.learner.org>  
<http://www.southoxon.gov.uk>*



SUBJECT: **English Language**  
PAPER NUMBER: I – Part 1 – Conversation  
DATE: 16<sup>th</sup> April 2018

**SESSION 2A**

**CANDIDATE'S PAPER**

**CONVERSATION – ROLE-PLAY**

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

**You are talking to your friend at a bookshop. You love winter and the cold weather but your friend doesn't.**

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

**Examiner:**

**Candidate:** (1) Talk about your preference for winter and give **TWO** reasons why you like the weather at this time of year.

**Examiner:**

**Candidate:** (2) Disagree and mention **TWO** fun outdoor activities you can do in winter.

**Examiner:**

**Candidate:** (3) Suggest going on a hike on Sunday.

**Examiner:**

**Candidate:** (4) Persuade your friend to go on this hike and give **ONE** reason.

**Examiner:**

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

**Examiner:**

**(Total: 10 marks)**

**PLEASE HAND BACK THE SHEET AT THE END OF THE EXAMINATION**

**CONVERSATION – VISUAL PROMPT**

**2A**

**OUR ENVIRONMENT**



**(Total: 10 marks)**



SUBJECT: **English Language**  
PAPER NUMBER: I – Part 1 – Conversation  
DATE: 16<sup>th</sup> April 2018

**SESSION 2B**

**CANDIDATE'S PAPER**

**CONVERSATION – ROLE-PLAY**

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

**You are talking to your friend at a coffee shop. You love springtime but your friend doesn't.**

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

**Examiner:**

**Candidate: (1)** Talk about your preference for spring and give **TWO** reasons why you like the weather at this time of year.

**Examiner:**

**Candidate: (2)** Disagree and mention **TWO** fun outdoor activities you can enjoy in spring.

**Examiner:**

**Candidate: (3)** Suggest going on an indoor treasure hunt at the Youth Centre on Saturday.

**Examiner:**

**Candidate: (4)** Persuade your friend to go to this indoor treasure hunt and give **ONE** reason.

**Examiner:**

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

**Examiner:**

**(Total: 10 marks)**

**PLEASE HAND BACK THE SHEET AT THE END OF THE EXAMINATION**



**CONVERSATION – VISUAL PROMPT**

**2B**

**OUR ENVIRONMENT**



**(Total: 10 marks)**



SUBJECT: **English Language**  
PAPER NUMBER: I – Part 1 – Conversation  
DATE: 17<sup>th</sup> April 2018

**SESSION 3**

**EXAMINER'S PAPER**

**Instructions to examiners**

- Follow the procedure indicated below.
- Ask questions 1, 2 and 3 to **ALL** the candidates and ask any **THREE** questions of your choice from questions 4 to 9 so that the candidate is engaged in conversation long enough (about 5 minutes) to enable you to make an accurate and fair assessment of their speaking skills.
- Do **not** rephrase questions or improvise.
- Ensure that the Candidate's Paper remains in the examination room.
- Refer closely to the rating scale relating to the candidate's handling of English to enable you to arrive at a fair assessment of their ability to use spoken English.
- Mark absent candidates as "abs".

**SESSION 3: OUR ENVIRONMENT**

Greet the candidate and hand out the Candidate's Paper.

Tell the candidate: **Take a look at these pictures.**

Proceed to ask questions 1, 2 and 3.

1. What can you see in the first picture?
2. How is the second picture different from the first picture?
3. What can you do to help keep public spaces, such as a playground or a public garden, clean?

Tell the candidate: **Now let's move away from the pictures and talk about taking care of our environment.**

Proceed to ask any **THREE** of these questions:

4. Do you think we do enough to keep our public spaces clean? Why/Why not?
5. What can you do to keep the place clean after having a picnic?
6. Why should people keep public spaces as clean as their homes?
7. What are some of the benefits of having public spaces?
8. What might annoy people when they make use of public spaces?
9. What can be done to encourage more people to participate in clean-up activities?

**(Total: 10 marks)**

**CONVERSATION – ROLE-PLAY****3A****Instructions to examiners**

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

Read out to the candidate:

**You are talking to your friend at the shopping mall. You love autumn and shopping for winter clothes but your friend doesn't.**

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

**Examiner:** Hello. Here we are again, shopping for clothes for the rainy season. I really miss the beach, don't you?

**Candidate:** **(1)** Talk about your preference for autumn and give **TWO** reasons why you like shopping for clothes at this time of year.

**Examiner:** Well, I don't see it that way. We'll be spending more time indoors and there'll be much less time for going out.

**Candidate:** **(2)** Disagree and mention **TWO** opportunities to go out with friends.

**Examiner:** I'm not so sure about that. For example, what can we do this weekend?

**Candidate:** **(3)** Suggest going to the cinema on Saturday.

**Examiner:** Well, I don't really know ...

**Candidate:** **(4)** Persuade your friend to go to the cinema and give **ONE** reason.

**Examiner:** OK, fine. You've managed to convince me.

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

**Examiner:** I'll see you on Saturday.

**(Total: 10 marks)**

**PLEASE ENSURE THAT YOU COLLECT THE CANDIDATE'S PAPER  
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**CONVERSATION – ROLE-PLAY****3B****Instructions to examiners**

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

Read out to the candidate:

**You are talking to your friend at a summer music festival. You love summer open-air events but your friend doesn’t.**

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

**Examiner:** Hello. Here we are again, at the summer music festival. There are too many people and it’s terribly hot and sticky, isn’t it?

**Candidate:** **(1)** Talk about your preference for summertime and give **TWO** reasons why you like summer evenings.

**Examiner:** Well, I don’t see it that way. The weather is so humid, there’s hardly anything I enjoy doing!

**Candidate:** **(2)** Disagree and mention **TWO** relaxing outdoor activities you can enjoy on a summer evening.

**Examiner:** I’m not so sure about that. For example, what can we do this weekend?

**Candidate:** **(3)** Suggest going to a pool party on Saturday.

**Examiner:** Well, I don’t really know ...

**Candidate:** **(4)** Persuade your friend to go to the pool party and give **ONE** reason.

**Examiner:** OK, fine. You’ve managed to convince me.

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

**Examiner:** I’ll see you on Saturday.

**(Total: 10 marks)**

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**CONVERSATION – VISUAL PROMPT**  
**OUR ENVIRONMENT**

**3A**



**(Total: 10 marks)**

**CONVERSATION – VISUAL PROMPT**  
**OUR ENVIRONMENT**

**3B**



**(Total: 10 marks)**

*Pictures taken from: [theconversation.com](http://theconversation.com)  
<https://en.wikipedia.org>  
[www.mountainpeakfitness.com](http://www.mountainpeakfitness.com)  
[www.familiesonlinemagazine.com](http://www.familiesonlinemagazine.com)*



SUBJECT: **English Language**  
PAPER NUMBER: I – Part 1 – Conversation  
DATE: 17<sup>th</sup> April 2018

**SESSION 3A**

**CANDIDATE'S PAPER**

**CONVERSATION – ROLE-PLAY**

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

**You are talking to your friend at the shopping mall. You love autumn and shopping for winter clothes but your friend doesn't.**

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

**Examiner:**

**Candidate:** (1) Talk about your preference for autumn and give **TWO** reasons why you like shopping for clothes at this time of year.

**Examiner:**

**Candidate:** (2) Disagree and mention **TWO** opportunities to go out with friends.

**Examiner:**

**Candidate:** (3) Suggest going to the cinema on Saturday.

**Examiner:**

**Candidate:** (4) Persuade your friend to go to the cinema and give **ONE** reason.

**Examiner:**

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

**Examiner:**

**(Total: 10 marks)**

**PLEASE HAND BACK THE SHEET AT THE END OF THE EXAMINATION**

**CONVERSATION – VISUAL PROMPT**

**3A**

**OUR ENVIRONMENT**



**(Total: 10 marks)**



SUBJECT: **English Language**  
PAPER NUMBER: I – Part 1 – Conversation  
DATE: 17<sup>th</sup> April 2018

**SESSION 3B**

**CANDIDATE'S PAPER**

**CONVERSATION – ROLE-PLAY**

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

**You are talking to your friend at a summer music festival. You love summer open-air events but your friend doesn't.**

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

**Examiner:**

**Candidate:** (1) Talk about your preference for summertime and give **TWO** reasons why you like summer evenings.

**Examiner:**

**Candidate:** (2) Disagree and mention **TWO** relaxing outdoor activities you can enjoy on a summer evening.

**Examiner:**

**Candidate:** (3) Suggest going to a pool party on Saturday.

**Examiner:**

**Candidate:** (4) Persuade your friend to go to the pool party and give **ONE** reason.

**Examiner:**

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

**Examiner:**

**(Total: 10 marks)**

**PLEASE HAND BACK THE SHEET AT THE END OF THE EXAMINATION**



**CONVERSATION – VISUAL PROMPT**

**3B**

**OUR ENVIRONMENT**



**(Total: 10 marks)**



SUBJECT: **English Language**  
PAPER NUMBER: I – Part 1 – Conversation  
DATE: 18<sup>th</sup> April 2018

**SESSION 4**

**EXAMINER'S PAPER**

**Instructions to examiners**

- Follow the procedure indicated below.
- Ask questions 1, 2 and 3 to **ALL** the candidates and ask any **THREE** questions of your choice from questions 4 to 9 so that the candidate is engaged in conversation long enough (about 5 minutes) to enable you to make an accurate and fair assessment of their speaking skills.
- Do **not** rephrase questions or improvise.
- Ensure that the Candidate's Paper remains in the examination room.
- Refer closely to the rating scale relating to the candidate's handling of English to enable you to arrive at a fair assessment of their ability to use spoken English.
- Mark absent candidates as "abs".

**SESSION 4: OUR ENVIRONMENT**

Greet the candidate and hand out the Candidate's Paper.

Tell the candidate: **Take a look at these pictures.**

Proceed to ask questions 1, 2 and 3.

1. What can you see in the first picture?
2. How is the second picture different from the first picture?
3. What can we do to safeguard our trees?

Tell the candidate: **Now let's move away from the pictures and talk about taking care of our environment.**

Proceed to ask any **THREE** of these questions:

4. Do you take care of any plants at home? Why/Why not?
5. What can you do to help create a greener environment?
6. Why should people keep the countryside clean?
7. What are some of the benefits of camping?
8. What are some of the difficulties people may face when camping?
9. What can be done to protect our countryside?

**(Total: 10 marks)**

**CONVERSATION – ROLE-PLAY****4A****Instructions to examiners**

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

Read out to the candidate:

**You are talking to your friend at a fast-food restaurant. You love winter and the cold weather but your friend doesn't.**

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

**Examiner:** Hello. Here we are again, having a warm snack on a cold day. I really miss summer when I can have treats like ice cream.

**Candidate:** **(1)** Talk about your preference for winter and give **TWO** reasons why you like the weather at this time of year.

**Examiner:** Well, I don't see it that way. It's so cold, there's hardly anything I enjoy doing!

**Candidate:** **(2)** Disagree and mention **TWO** fun indoor activities you can enjoy in winter.

**Examiner:** I'm not so sure about that. For example, what can we do this weekend?

**Candidate:** **(3)** Suggest watching a film at your home on Sunday.

**Examiner:** Well, I don't really know ...

**Candidate:** **(4)** Persuade your friend to come to your home and give **ONE** reason.

**Examiner:** OK, fine. You've managed to convince me.

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

**Examiner:** I'll see you on Sunday.

**(Total: 10 marks)**

**PLEASE ENSURE THAT YOU COLLECT THE CANDIDATE'S PAPER  
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**CONVERSATION – ROLE-PLAY****4B****Instructions to examiners**

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

Read out to the candidate:

**You are talking to your friend on the school bus. You love autumn but your friend doesn’t.**

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

**Examiner:** Hello. Here we are again, going to school in the middle of a thunderstorm! I hate autumn, don’t you?

**Candidate:** **(1)** Talk about your preference for autumn and give **TWO** reasons why you like this time of year.

**Examiner:** Well, I don’t see it that way. We get so many storms at this time of year, there’s hardly anything I enjoy doing!

**Candidate:** **(2)** Disagree and mention **TWO** sport activities you can enjoy in autumn.

**Examiner:** I’m not so sure about that. For example, what can we do this weekend?

**Candidate:** **(3)** Suggest going to the gym on Saturday.

**Examiner:** Well, I don’t really know ...

**Candidate:** **(4)** Persuade your friend to join you at the gym and give **ONE** reason.

**Examiner:** OK, fine. You’ve managed to convince me.

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

**Examiner:** See you on Saturday.

**(Total: 10 marks)**

**PLEASE ENSURE THAT YOU COLLECT THE CANDIDATE’S PAPER  
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**CONVERSATION – VISUAL PROMPT**

**4A**

**OUR ENVIRONMENT**



**(Total: 10 marks)**

**CONVERSATION – VISUAL PROMPT**

**4B**

**OUR ENVIRONMENT**



**(Total: 10 marks)**

*Pictures taken from: <https://greentumble.com>  
<http://www.plantabillion.com>  
<http://www.telegraph.co.uk>  
<http://www.davidwillis.info>*



SUBJECT: **English Language**  
PAPER NUMBER: I – Part 1 – Conversation  
DATE: 18<sup>th</sup> April 2018

**SESSION 4A**

**CANDIDATE'S PAPER**

**CONVERSATION – ROLE-PLAY**

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

**You are talking to your friend at a fast-food restaurant. You love winter and the cold weather but your friend doesn't.**

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

**Examiner:**

**Candidate:** (1) Talk about your preference for winter and give **TWO** reasons why you like the weather at this time of year.

**Examiner:**

**Candidate:** (2) Disagree and mention **TWO** fun indoor activities you can enjoy in winter.

**Examiner:**

**Candidate:** (3) Suggest watching a film at your home on Sunday.

**Examiner:**

**Candidate:** (4) Persuade your friend to come to your home and give **ONE** reason.

**Examiner:**

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

**Examiner:**

**(Total: 10 marks)**

**PLEASE HAND BACK THE SHEET AT THE END OF THE EXAMINATION**

**CONVERSATION – VISUAL PROMPT**

**4A**

**OUR ENVIRONMENT**



**(Total: 10 marks)**



SUBJECT: **English Language**  
PAPER NUMBER: I – Part 1 – Conversation  
DATE: 18<sup>th</sup> April 2018

**SESSION 4B**

**CANDIDATE'S PAPER**

**CONVERSATION – ROLE-PLAY**

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

**You are talking to your friend on the school bus. You love autumn but your friend doesn't.**

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

**Examiner:**

**Candidate:** (1) Talk about your preference for autumn and give **TWO** reasons why you like this time of year.

**Examiner:**

**Candidate:** (2) Disagree and mention **TWO** sport activities you can enjoy in autumn.

**Examiner:**

**Candidate:** (3) Suggest going to the gym on Saturday.

**Examiner:**

**Candidate:** (4) Persuade your friend to join you at the gym and give **ONE** reason.

**Examiner:**

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

**Examiner:**

**(Total: 10 marks)**

**PLEASE HAND BACK THE SHEET AT THE END OF THE EXAMINATION**



**CONVERSATION – VISUAL PROMPT**

**4B**

**OUR ENVIRONMENT**



**(Total: 10 marks)**



SUBJECT: **English Language**  
PAPER NUMBER: I – Part 1 – Conversation  
DATE: 19<sup>th</sup> April 2018

**SESSION 5**

**EXAMINER'S PAPER**

**Instructions to examiners**

- Follow the procedure indicated below.
- Ask questions 1, 2 and 3 to **ALL** the candidates and ask any **THREE** questions of your choice from questions 4 to 9 so that the candidate is engaged in conversation long enough (about 5 minutes) to enable you to make an accurate and fair assessment of their speaking skills.
- Do **not** rephrase questions or improvise.
- Ensure that the Candidate's Paper remains in the examination room.
- Refer closely to the rating scale relating to the candidate's handling of English to enable you to arrive at a fair assessment of their ability to use spoken English.
- Mark absent candidates as "abs".

**SESSION 5: OUR ENVIRONMENT**

Greet the candidate and hand out the Candidate's Paper.

Tell the candidate: **Take a look at these pictures.**

Proceed to ask questions 1, 2 and 3.

1. What can you see in the first picture?
2. How is the second picture different from the first picture?
3. What can we do to make our environment more beautiful?

Tell the candidate: **Now let's move away from the pictures and talk about taking care of our environment.**

Proceed to ask any **THREE** of these questions:

4. Do you try to fix things instead of throwing them away? Why/Why not?
5. What can you do with things you don't need anymore?
6. Why should people be more responsible when buying things they don't really need?
7. What are some benefits of re-using old things?
8. What are some of the drawbacks of re-using old things?
9. What can be done to encourage people to produce less waste?

**(Total: 10 marks)**

**CONVERSATION – ROLE-PLAY****5A****Instructions to examiners**

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

Read out to the candidate:

**You are talking to your friend at the supermarket. You love cooking warm winter meals but your friend doesn't.**

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

**Examiner:** Hello. Here we are again, meeting at the supermarket to buy food for this icy cold weather. I really miss summer because I can prepare cold salads.

**Candidate:** **(1)** Talk about your preference for winter and give **TWO** reasons why you like cooking in winter.

**Examiner:** Well, I don't see it that way. I work long hours. There's hardly time for anything I enjoy doing.

**Candidate:** **(2)** Disagree and mention **TWO** indoor activities you can enjoy in winter.

**Examiner:** I'm not so sure about that. For example, what can we do this weekend?

**Candidate:** **(3)** Suggest going to a cake decorating class on Saturday.

**Examiner:** Well, I don't really know ...

**Candidate:** **(4)** Persuade your friend to go to this cake decorating class and give **ONE** reason.

**Examiner:** OK, fine. You've managed to convince me.

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

**Examiner:** I'll see you on Saturday.

**(Total: 10 marks)**

**PLEASE ENSURE THAT YOU COLLECT THE CANDIDATE'S PAPER  
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**CONVERSATION – ROLE-PLAY****5B****Instructions to examiners**

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

Read out to the candidate:

**You are talking to your friend at the beach. You love summer but your friend doesn't.**

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

**Examiner:** Hello. Here we are again, basking in the sun. There are too many people on the beach today. I miss spring when the beach is quieter.

**Candidate:** **(1)** Talk about your preference for summer and give **TWO** reasons why you like going to the beach.

**Examiner:** Well, I don't see it that way. The beach is so crowded today, there's hardly anything I enjoy!

**Candidate:** **(2)** Disagree and mention **TWO** fun activities you can do besides going to the beach in summer.

**Examiner:** I'm not so sure about that. For example, what can we do this weekend?

**Candidate:** **(3)** Suggest going on an early morning boat trip on Sunday.

**Examiner:** Well, I don't really know ...

**Candidate:** **(4)** Persuade your friend to join you on an early morning boat trip and give **ONE** reason.

**Examiner:** OK, fine. You've managed to convince me.

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

**Examiner:** I'll see you on Sunday.

**(Total: 10 marks)**

**PLEASE ENSURE THAT YOU COLLECT THE CANDIDATE'S PAPER  
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**CONVERSATION – VISUAL PROMPT**

**5A**

**OUR ENVIRONMENT**



**(Total: 10 marks)**

**CONVERSATION – VISUAL PROMPT**

**5B**

**OUR ENVIRONMENT**



**(Total: 10 marks)**

*Pictures taken from: <https://pixabay.com>  
<http://www.askjeff.co.uk>  
<https://alwaysbackroads.wordpress.com>  
<http://www.countryliving.com>*



SUBJECT: **English Language**  
PAPER NUMBER: I – Part 1 – Conversation  
DATE: 19<sup>th</sup> April 2018

**SESSION 5A**

**CANDIDATE'S PAPER**

**CONVERSATION – ROLE-PLAY**

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

**You are talking to your friend at the supermarket. You love cooking warm winter meals but your friend doesn't.**

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

**Examiner:**

**Candidate: (1)** Talk about your preference for winter and give **TWO** reasons why you like cooking in winter.

**Examiner:**

**Candidate: (2)** Disagree and mention **TWO** indoor activities you can enjoy in winter.

**Examiner:**

**Candidate: (3)** Suggest going to a cake decorating class on Saturday.

**Examiner:**

**Candidate: (4)** Persuade your friend to go to this cake decorating class and give **ONE** reason.

**Examiner:**

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

**Examiner:**

**(Total: 10 marks)**

**PLEASE HAND BACK THE SHEET AT THE END OF THE EXAMINATION**

**CONVERSATION – VISUAL PROMPT**

**5A**

**OUR ENVIRONMENT**



**(Total: 10 marks)**



SUBJECT: **English Language**  
PAPER NUMBER: I – Part 1 – Conversation  
DATE: 19<sup>th</sup> April 2018

**SESSION 5B**

**CANDIDATE'S PAPER**

**CONVERSATION – ROLE-PLAY**

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

**You are talking to your friend at the beach. You love summer but your friend doesn't.**

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

**Examiner:**

**Candidate:** (1) Talk about your preference for summer and give **TWO** reasons why you like going to the beach.

**Examiner:**

**Candidate:** (2) Disagree and mention **TWO** fun activities you can do besides going to the beach in summer.

**Examiner:**

**Candidate:** (3) Suggest going on an early morning boat trip on Sunday.

**Examiner:**

**Candidate:** (4) Persuade your friend to join you on an early morning boat trip and give **ONE** reason.

**Examiner:**

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

**Examiner:**

**(Total: 10 marks)**

**PLEASE HAND BACK THE SHEET AT THE END OF THE EXAMINATION**



**CONVERSATION – VISUAL PROMPT**

**5B**

**OUR ENVIRONMENT**



**(Total: 10 marks)**



SUBJECT: **English Language**  
PAPER NUMBER: I – Part 1 – Conversation  
DATE: 20<sup>th</sup> April 2018

**SESSION 6**

**EXAMINER'S PAPER**

**Instructions to examiners**

- Follow the procedure indicated below.
- Ask questions 1, 2 and 3 to **ALL** the candidates and ask any **THREE** questions of your choice from questions 4 to 9 so that the candidate is engaged in conversation long enough (about 5 minutes) to enable you to make an accurate and fair assessment of their speaking skills.
- Do **not** rephrase questions or improvise.
- Ensure that the Candidate's Paper remains in the examination room.
- Refer closely to the rating scale relating to the candidate's handling of English to enable you to arrive at a fair assessment of their ability to use spoken English.
- Mark absent candidates as "abs".

**SESSION 6: OUR ENVIRONMENT**

Greet the candidate and hand out the Candidate's Paper.

Tell the candidate: **Take a look at these pictures.**

Proceed to ask questions 1, 2 and 3.

1. What can you see in the first picture?
2. How is the second picture different from the first picture?
3. What can we do to reduce pollution?

Tell the candidate: **Now let's move away from the pictures and talk about taking care of our environment.**

Proceed to ask any **THREE** of these questions:

4. Do you think we do enough to reduce the effects of noise pollution? Why/Why not?
5. What can you do to reduce the amount of plastic you use?
6. What can be done to keep our seas clean?
7. What are some of the benefits of sharing car journeys with others?
8. What are some of the drawbacks of sharing car journeys with others?
9. Why should people be concerned about traffic congestion?

**(Total: 10 marks)**

**CONVERSATION – ROLE-PLAY****6A****Instructions to examiners**

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

Read out to the candidate:

**You are talking to your friend at the school's sports ground. You love springtime but your friend doesn't.**

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

**Examiner:** Hello. Here we are again, meeting at the sports ground. I really hate spring because I have to wake up in broad daylight!

**Candidate:** **(1)** Talk about your preference for spring and give **TWO** reasons why you like the weather at this time of year.

**Examiner:** Well, I don't see it that way. There's much more to study and there's hardly any time for things I enjoy doing!

**Candidate:** **(2)** Disagree and mention **TWO** activities which can provide a break from studying.

**Examiner:** I'm not so sure about that. For example, what can we do this weekend?

**Candidate:** **(3)** Suggest going on a picnic on Sunday.

**Examiner:** Well, I don't really know ...

**Candidate:** **(4)** Persuade your friend to go on a picnic and give **ONE** reason.

**Examiner:** OK, fine. You've managed to convince me.

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

**Examiner:** I'll see you on Sunday.

**(Total: 10 marks)**

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**CONVERSATION – ROLE-PLAY****6B****Instructions to examiners**

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

Read out to the candidate:

**You are talking to your friend at an ice cream kiosk. You love summer activities but your friend doesn't.**

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

**Examiner:** Hello. Here we are again. Nothing much to do. I hate summer evenings because they're so boring.

**Candidate:** **(1)** Talk about your preference for summer and give **TWO** reasons why you like summer evenings.

**Examiner:** Well, I don't see it that way. Summer seems to go on forever and there isn't much to do.

**Candidate:** **(2)** Disagree and mention **TWO** other outdoor events you can enjoy on summer evenings.

**Examiner:** I'm not so sure about that. For example, what can we do this weekend?

**Candidate:** **(3)** Suggest going camping on Saturday evening.

**Examiner:** Well, I don't really know ...

**Candidate:** **(4)** Persuade your friend to go camping and give **ONE** reason.

**Examiner:** OK, fine. You've managed to convince me.

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

**Examiner:** I'll see you on Saturday.

**(Total: 10 marks)**

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AT THE END OF THE EXAMINATION**

**CONVERSATION – VISUAL PROMPT**

**6A**

**OUR ENVIRONMENT**



**(Total: 10 marks)**

**CONVERSATION – VISUAL PROMPT**

**6B**

**OUR ENVIRONMENT**



**(Total: 10 marks)**

*Pictures taken from* <https://www.theverge.com>  
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<http://www.see-the-sea.org>  
<http://www.jacktarsuperyachtcharter.com>



SUBJECT: **English Language**  
PAPER NUMBER: I – Part 1 – Conversation  
DATE: 20<sup>th</sup> April 2018

**SESSION 6A**

**CANDIDATE'S PAPER**

**CONVERSATION – ROLE-PLAY**

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

**You are talking to your friend at the school's sports ground. You love springtime but your friend doesn't.**

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

**Examiner:**

**Candidate:** (1) Talk about your preference for spring and give **TWO** reasons why you like the weather at this time of year.

**Examiner:**

**Candidate:** (2) Disagree and mention **TWO** activities which can provide a break from studying.

**Examiner:**

**Candidate:** (3) Suggest going on a picnic on Sunday.

**Examiner:**

**Candidate:** (4) Persuade your friend to go on a picnic and give **ONE** reason.

**Examiner:**

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

**Examiner:**

**(Total: 10 marks)**

**PLEASE HAND BACK THE SHEET AT THE END OF THE EXAMINATION**

**CONVERSATION – VISUAL PROMPT**

**6A**

**OUR ENVIRONMENT**



**(Total: 10 marks)**



SUBJECT: **English Language**  
PAPER NUMBER: I – Part 1 – Conversation  
DATE: 20<sup>th</sup> April 2018

**SESSION 6B**

**CANDIDATE'S PAPER**

**CONVERSATION – ROLE-PLAY**

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

**You are talking to your friend at an ice cream kiosk. You love summer activities but your friend doesn't.**

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

**Examiner:**

**Candidate:** (1) Talk about your preference for summer and give **TWO** reasons why you like summer evenings.

**Examiner:**

**Candidate:** (2) Disagree and mention **TWO** other outdoor events you can enjoy on summer evenings.

**Examiner:**

**Candidate:** (3) Suggest going camping on Saturday evening.

**Examiner:**

**Candidate:** (4) Persuade your friend to go camping and give **ONE** reason.

**Examiner:**

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

**Examiner:**

**(Total: 10 marks)**

**PLEASE HAND BACK THE SHEET AT THE END OF THE EXAMINATION**



**CONVERSATION – VISUAL PROMPT**

**6B**

**OUR ENVIRONMENT**



**(Total: 10 marks)**



SUBJECT:	<b>English Language</b>	<b>TOTAL</b>
PAPER NUMBER:	I – Part 2	
DATE:	19 <sup>th</sup> May 2018	
TIME:	9:00 a.m. to 10:20 a.m.	

**LANGUAGE USE**

**1. Fill in each blank with ONE suitable preposition. The first one has been done for you.**

(0) For more than 100 years, Dippy the Dinosaur stood (a) \_\_\_\_\_ his four feet, greeting visitors (b) \_\_\_\_\_ the entrance of London's Natural History Museum (c) \_\_\_\_\_ he was replaced earlier this year. However, when he returns to Britain next year following restoration work (d) \_\_\_\_\_ Canada, two of his feet will have vanished. Dinosaur experts are using the opportunity to correct an error that was made when Dippy was first assembled, (e) \_\_\_\_\_ of a nationwide tour. The dinosaur, who had been in the Museum (f) \_\_\_\_\_ 1905, has never been (g) \_\_\_\_\_ public display in London before. For the next two years, the dinosaur will travel (h) \_\_\_\_\_ the country on a tour which has been organised to mirror the grand sweep of geographical time as he journeys (i) \_\_\_\_\_ the Jurassic Coast, finally arriving in Norwich where an exhibition will explore how to secure a sustainable future (j) \_\_\_\_\_ the world's wildlife.

**(Total: 5 marks)**

***Please turn the page.***

**2. You are interviewing a cyclist. Write the questions to which the following are the answers, as in the example.**

0. Q: Why did you get into cycling?

A: It's easy to do, gets you from A to B and it's exhilarating.

a. Q: \_\_\_\_\_ for?

A: Everyone! It's easy because you can cycle for fun, to get to work or any other reason.

b. Q: \_\_\_\_\_ from?

A: If you can't buy one, ask friends and family if they have a bike to spare.

c. Q: \_\_\_\_\_ burn?

A: An hour-long road race can burn up to 844 calories.

d. Q: \_\_\_\_\_ option?

A: Paracycling is very popular and it caters for most disabilities.

e. Q: \_\_\_\_\_ start?

A: Head over to Activity Finder for cycling events near you.

**(Total: 5 marks)**

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**3. Complete the following passage by forming ONE word from the one in brackets. The first one has been done for you.**

Scientists have discovered what could be the (0) oldest **(old)** eye ever discovered in an (a) \_\_\_\_\_ **(except)** 530-million-year-old fossil. The (b) \_\_\_\_\_ **(remain)** of the extinct sea (c) \_\_\_\_\_ **(create)** include an early form of the eye seen in many of today's animals. Scientists made the discovery while looking at the (d) \_\_\_\_\_ **(preserve)** fossil. They found it had a primitive form of an eye, an (e) \_\_\_\_\_ **(optic)** organ that consists of tiny cells similar to those of present-day bees. The team said their (f) \_\_\_\_\_ **(find)** suggested that the eyes had changed little over 500 million years. The right eye of the fossil, which was (g) \_\_\_\_\_ **(earth)** in Estonia, was partly worn away, giving (h) \_\_\_\_\_ **(research)** a clear view inside the organ and (i) \_\_\_\_\_ **(reveal)** details about its structure. The species had poor vision but scientists believe that predators and obstacles in its path could be (j) \_\_\_\_\_ **(identify)**, nonetheless.

**(Total: 5 marks)**

***Please turn the page.***

**4. Fill in the blanks to complete the phrasal verbs. The first one has been done for you.**

Vancouver Island, off Canada’s Pacific coast has long been a haven for retired people who want to look (0) for good weather. These days, however, a younger, hipper crowd is moving (a) \_\_\_\_\_ and they’re more likely to be opting (b) \_\_\_\_\_ yoga classes than having tea at the island’s oldest hotel. While the star attraction of the island still remains the great outdoors with whales splashing (c) \_\_\_\_\_ within easy camera shot, yoga has taken (d) \_\_\_\_\_ as a great way of de-stressing and focussing (e) \_\_\_\_\_ what’s important. The island is also well-known for its breweries such as the one set (f) \_\_\_\_\_ by Michael Kuzyk who gave (g) \_\_\_\_\_ his job to try (h) \_\_\_\_\_ new ways of brewing beer. So if you need to get (i) \_\_\_\_\_, why not shop (j) \_\_\_\_\_ for a break on Vancouver Island?

**(Total: 5 marks)**

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

A (0) million plastic bottles are bought worldwide (a) \_\_\_\_\_ minute and drinking fountains have the potential to (b) \_\_\_\_\_ cut the consumption of single-use plastic. There is another (c) \_\_\_\_\_ because fountains provide a convenient, free alternative to the sugary drinks that (d) \_\_\_\_\_ the shelves of supermarkets. A campaign to establish refill stations in city centres has been (e) \_\_\_\_\_ with cities showing (f) \_\_\_\_\_ drinking fountains are found on digital maps. (g) \_\_\_\_\_ fountains, refill schemes have also been set up to encourage retailers to display a sticker welcoming the general (h) \_\_\_\_\_ to refill water bottles. All of this allows (i) \_\_\_\_\_ to clean, drinking water which is considered by many as a (j) \_\_\_\_\_ human right.

**(Total: 5 marks)**

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**6. Fill in the blanks with a suitable word to complete the idiomatic expressions. The first one has been done for you.**

I like to speak about musicals when I meet someone new and need to break the (0) ice. This love of performing came from a brilliant drama teacher I once had. She knew a few tricks of the (a) \_\_\_\_\_ and had a way of involving all students. It's a perfect example of the way good extra-curricular activities speak (b) \_\_\_\_\_ about the school. Every school worth its (c) \_\_\_\_\_ will have an extra-curricular programme which needn't cost the (d) \_\_\_\_\_. In fact, even a school in the poorest area will ensure that students take part and try to push them out of their comfort (e) \_\_\_\_\_. At first, some students have mixed (f) \_\_\_\_\_ about taking part in activities after school but a varied programme and trained staff can help them take the (g) \_\_\_\_\_. Once they do, students find it an excellent way of letting off (h) \_\_\_\_\_ after so many hours of lessons. Furthermore, these activities will broaden their (i) \_\_\_\_\_ and could whet their (j) \_\_\_\_\_ for dance, drama or debating in the future.

**(Total: 5 marks)**

***Please turn the page.***

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**7. Copy the following sentences inserting all the necessary punctuation.**

(a) its what parents have suspected all along isnt it

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(b) children who have too many toys are more easily distracted and do not enjoy quality playtime a new study suggests

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(c) this study sought to determine if the number of toys in toddlers environment influences the quality of their play said the author dr carly dauch in the journal infant behaviour development

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**(Total: 5 marks)**

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**8. Fill in the blanks with the correct form of the verbs in brackets. The first one has been done for you.**

At 16, Sarah Corbett, (0) decided (decide) it was time children at her school (a) \_\_\_\_\_ (**provide**) with lockers. For years they (b) \_\_\_\_\_ (**have**) to carry heavy bags around all day. Why (c) \_\_\_\_\_ (**can not**) they have somewhere to store their books? She (d) \_\_\_\_\_ (**tell**) that it was impossible on health and safety grounds but she still went ahead and asked the caretaker (e) \_\_\_\_\_ (**help**) her. 'We spent some quiet time during break measuring rooms and corridors,' she (f) \_\_\_\_\_ (**remember**). Next, she and an influential parent put the idea to the school council and this (g) \_\_\_\_\_ (**lead**) to lockers that (h) \_\_\_\_\_ (**use**) by students today, 17 years later. Sarah looks back with satisfaction as she knows that if it (i) \_\_\_\_\_ (**not be**) for her, hundreds of students (j) \_\_\_\_\_ (**not be able**) to store their books.

**(Total: 10 marks)**

***Please turn the page.***



**9. Complete the second sentence so that it has a similar meaning to the first one. The first one has been done for you.**

(0) Someone gave a talk about language learning apps recently.

A talk on language learning apps was given recently.

(a) You can use apps to learn many languages.

Many are \_\_\_\_\_  
\_\_\_\_\_.

(b) Lessons are broken down into bite-sized chunks and it feels like playing a game.

Not only \_\_\_\_\_  
\_\_\_\_\_.

(c) You can make use of the language learning app anywhere.

No matter \_\_\_\_\_  
\_\_\_\_\_.

(d) Practice is important if you want to learn a language.

Unless \_\_\_\_\_  
\_\_\_\_\_.

(e) 'Why don't you try one of the many language learning apps available?' said the speaker.

The speaker suggested \_\_\_\_\_  
\_\_\_\_\_.

**(Total: 5 marks)**



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MATRICULATION AND SECONDARY EDUCATION CERTIFICATE  
EXAMINATIONS BOARD

**SECONDARY EDUCATION CERTIFICATE LEVEL  
2018 MAIN SESSION**

SUBJECT:	<b>English Language</b>
PAPER NUMBER:	IIA – Question 1
DATE:	19 <sup>th</sup> May 2018
TIME:	4:00 p.m. to 6:05 p.m.

### WRITING TASK

Write between 320 and 350 words on **ONE** of the tasks below.

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 for your school magazine entitled, 'Two wrongs don't make a right.'
2. Write an article to be published on the school website entitled, 'It is unjust that young people today are described as irresponsible.'
3. You have just returned from the weekend advertised below.

<p>Want to go on an enjoyable weekend? Join us this weekend at the Sea Resort!</p> <ul style="list-style-type: none"> <li>• Meet young people</li> <li>• Enjoy the outdoors</li> <li>• Delicious food</li> <li>• Comfortable accommodation with sea views</li> <li>• Access to a world-class gym</li> <li>• Free wi-fi</li> </ul>
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Write an email to the hotel manager complaining that your experience was very different to what was advertised.

You are Max Vella (max@bloc.com) and the manager is Ms Borg (cborg@sea.com).

<b>From:</b>	
<b>To:</b>	
<b>Subject:</b>	

**(Total: 40 marks)**









SUBJECT:	<b>English Language</b>	<b>TOTAL</b>
PAPER NUMBER:	IIA – Question 2	
DATE:	19 <sup>th</sup> May 2018	
TIME:	4:00 p.m. to 6:05 p.m.	

**READING COMPREHENSION AND SUMMARY**
**Passage 1**

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

5 In the middle of the 18th century, an explorer called Francois Leguat stumbled upon the tiny island of Rodrigues in the Indian Ocean. Initially, the intention was for him and seven other men to establish a colony of French Protestant refugees on the island of Reunion. Instead, he and his fellow explorers were marooned on the island of Rodrigues from 1691 to 1693. They decided that they would attempt to establish a settlement on that island.

During their stay on Rodrigues, Leguat discovered a large flightless bird known as the solitaire. On spotting the bird, the explorers could have sworn it was the dodo, now extinct. However, the solitaire was none other than the dodo's distant cousin. Eventually, this fascinating bird seems to have suffered the same fate as the iconic dodo.

10 Despite the solitaire's fate, researchers today can still piece together some of its physical features thanks to the detailed descriptions found in Leguat's diary, who studied it whilst settling on the island. He also studied the geography of Rodrigues, and a connection was made between the island and the solitaire's evolutionary process.

15 It was thought that 50% of Rodrigues' original dry land had been lost under the waves due to rising sea level. If one looks up the island in satellite images today, a huge ring of submerged land around the central island can be noted, because the island had subsided into the bedrock. Leguat believes that this might have played a role in the evolution of the solitaire, because such a decreasing habitat might have led to fierce competition for food and territory between individuals of this bird species.

20 Additionally, Francois Leguat suggested that, as a result of the shrinking land space, the solitaire evolved a club-like bone growth on the end of each wing. It used this against other solitaires in territorial boxing disputes. These would have been quite a sight, as the male solitaires stood almost a metre tall and weighed 28 kilograms. Whereas the male solitaire's colour was grey-brown, the females were sand-coloured. Despite the differences in colour, male and female solitaires both had strong legs and long, proud necks.

25 Leguat also described how the solitaire used its short wings to make loud rattling sounds that could be heard "two hundred paces off". In particular, the bone at the end of its wing formed a mass under the feathers "as big as a musket ball". This was used as a club-like weapon and, along with the beak, it was "the chief defence of this bird". These tantalising clues presented by Leguat show us what the species was like in life, including the similarities and differences it shared with the dodo, which inhabited the island of Mauritius.

35 It seems that the dodo and the solitaire were descendants from a small species of pigeon that had most likely flown to the islands around ten million years ago. The presence of the dodo and the solitaire on the islands seemed to have been possible due to an abundance of food and an absence of predators at the time. However, with Rodrigues' land shrinking, as noted by Leguat, the pressure to survive led to the solitaire being territorial and highly aggressive in protecting its territory. This is also something it shared with the dodo, but the similarities stop there.

40 This is because, despite coming from very similar environments, the two birds developed different adaptations for the same problems. The dodo in Mauritius had a much larger beak with a hooked tip. Julian Hume, who researches extinct birds, now believes that the dodos probably used that bill to hit each other in territorial clashes. This is why they were considered as competitive and violent as the solitaire. However, the dodo lacked the specific adaptation that the solitaire had, namely the rattling clubbed wings that were used in defence. Instead, the dodo's wings were tiny and it is thought they were used just for balance.

45 Today, there are numerous bone remains of the solitaire species, which come from the island's caves and deposits, some of which are preserved in museums. Other than that, there are no records of a live specimen actually leaving the island. Unfortunately, no preserved skins of the animal are left either. Yet, thanks to Leguat's observations, the solitaire's existence has been put on the map, despite being less well-known than the dodo.

*Adapted from: www.bbc.com/*

**Questions on passage 1**

1. What was the main change that the explorer Francois Leguat and the rest of the men had to make to their original plans? (1)

\_\_\_\_\_

\_\_\_\_\_

2. What does the writer mean when he says that 'this fascinating bird seems to have suffered the same fate as the iconic dodo' (lines 8-9)? (1)

\_\_\_\_\_

\_\_\_\_\_

3. In your own words, explain how Francois Leguat's writings have been helpful to researchers today. (2)

\_\_\_\_\_

\_\_\_\_\_

4. Mention **TWO** ways in which the reduced land habitat affected the solitaires. (1)

a. \_\_\_\_\_

b. \_\_\_\_\_

5. What does the writer suggest when he says 'These would have been quite a sight' (line 22)? (2)

\_\_\_\_\_

\_\_\_\_\_

6. Between lines 26-31, find **FOUR** facts about the solitaire. (2)

a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

d. \_\_\_\_\_

7. Between lines 20 and 32, find **single** words that match the following meanings as used in the passage: (2)

a. getting smaller \_\_\_\_\_ b. contests \_\_\_\_\_

c. clattering \_\_\_\_\_ d. intriguing \_\_\_\_\_

8. Are the following sentences **True** or **False**? Circle the correct answer and give a reason for each of your answers. (4)

a. The solitaire was mistaken for a dodo by the men who settled on Rodrigues.  
(True/False) because \_\_\_\_\_

b. Half of Rodrigues has disappeared beneath the sea.  
(True/False) because \_\_\_\_\_

c. Male and female solitaires did not share any characteristics.  
(True/False) because \_\_\_\_\_

d. The solitaires fought the dodos.  
(True/False) because \_\_\_\_\_



9. In a paragraph of **not less than 60 and not more than 70 words**, summarise the similarities and differences between the solitaire and the dodo. Use your own words. (9)

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10. (a) What remains of the solitaire nowadays and (b) what has been lost? (2)

a. \_\_\_\_\_

b. \_\_\_\_\_

11. Between lines 46 and 49 find **a part-sentence of SIX words** that indicates the solitaire has been given recognition as much as its relative the dodo. (1)

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**(Total: 27 marks)**

Passage 1
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**Passage 2**

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

5 I get asked a lot about what I actually do for a living. When I reply stating that I am an explorer **it** is normally met by a blank look on people's faces. The job doesn't actually exist for the most part. On online forms the dropdown option for occupation doesn't exactly list 'explorer' or 'adventurer', so officially my job title is just 'other'. I suppose the most appropriate description is that I specialise in making a living out of hauling everything I need to survive with me around remote corners of our planet, and telling the story of those experiences.

10 My first taste of true wilderness and wildlife and, I suppose, what made me fall in love with real life expeditions, was a journey I embarked on nearly a decade ago deep in the jungles of Bolivia rehabilitating ocelots and pumas. **This** is where I met my life's biggest teacher in leadership, Milly the puma. I was attacked by her every single day until I stopped practising the extensive research I had done, and started listening to what **she** was trying to tell me herself. She taught me that good leaders aren't the ones who know everything under the sun, but **those** who are able to find resources and listen to the environment and those around them.

15 **It** was last year when I cycled solo down the north Namibian desert that I encountered the most terrifying day of my expedition life so far. The bad mindset caused by losing my treasured daily food reward resulted in me making a reckless decision while trekking through drought-ridden lion territory, physically exhausted and dehydrated: to continue through the peak hours of the day in 50°C heat. I ended up passing out 200 metres from a fresh lion kill, thankfully to be found soon after by my lion warden who was scouting 5 kilometres ahead. This taught me an important lesson: you can be physically an extraordinarily strong person, but if you don't take care of your mental strength you are undoubtedly going to falter.

20 My next adventure will be rowing non-stop and unassisted across the 7,000 nautical miles of the Pacific Ocean from San Francisco to Sydney. As I'll be at the complete mercy of the ocean current and weather systems, **it** could end up being more like 9,000 nautical miles, over six months out at sea, alone. I am setting out with the aim of breaking three world records – first female in history to row solo and non-stop, fastest crossing, and youngest person to achieve this solo row. Mentally, I have to be prepared for all possible challenges I may face. So, I will be repeatedly visualising and practising my responses to those scenarios pre-row so they become automatic. This visualisation will be one of the key elements in the success of this expedition.

30 Simply training by doing normal rowing on flat river water doesn't cut it in the world of ocean rowing; the open sea is unpredictable and often rough. In these conditions, you tend to only have one oar in the water and you are using many more muscle systems. My plan is to do a good deal of indoor rowing to get used to hours upon hours of doing the same thing, in the same position, and with the same general motion. I will be working on three core areas of fitness: increasing my muscle mass, improving core strength, and developing a good level of flexibility to prevent injury. From a psychological perspective, I will be working with some of the best sports psychologists in the UK in order to cope well when I will face unexpected physical and mental challenges under huge amounts of pressure.

40 Through my journeys I have learnt that if we do not take risks and fail multiple times, we are likely sitting in our comfort zone. We learn as much from what goes wrong as we do from the things that turn out right.

*Adapted from: www.theweek.co.uk*

**Questions on passage 2**

1. What does the writer suggest when she says that people give her 'a blank look' (line 2) when she tells them that she is an explorer? (1)

\_\_\_\_\_

\_\_\_\_\_

2. In your own words, explain how the writer makes a living. (2)

\_\_\_\_\_

\_\_\_\_\_

3. Mention **THREE** things that the writer has learnt from Milly. (3)

\_\_\_\_\_

\_\_\_\_\_

4. Between lines 7 and 13, find a **phrasal verb** and a **verb** which have a similar meaning to 'began'. (1)

a. \_\_\_\_\_ b. \_\_\_\_\_

5. What did 'the most terrifying day' (lines 14-15) of the writer's expedition in the Namibian desert make her realise? (2)

\_\_\_\_\_

\_\_\_\_\_

6. Between lines 14 and 21, find **single** words that are **opposite** in meaning to: (2)

a. accompanied \_\_\_\_\_ b. cautious \_\_\_\_\_

7. Mention **TWO** goals that the writer hopes to achieve by rowing across the Pacific Ocean. (1)

a. \_\_\_\_\_

b. \_\_\_\_\_

8. Why is 'visualisation...one of the key elements in the success of this expedition' (line 29)? (2)

\_\_\_\_\_

\_\_\_\_\_

9. Between lines 22 and 29, find **a part sentence of SEVEN words** which means that the writer will have **no** control over natural conditions on her journey across the Pacific Ocean.

(1)

10. What does the writer mean when she says that 'normal rowing on flat river water doesn't cut it' (line 30)?

(2)

11. How will the sports psychologists help the writer prepare for the rowing expedition?

(1)

12. Explain the writer's attitude towards failure.

(2)

13. What do the words below refer to in the passage?

(3)

a. it (line 2) \_\_\_\_\_ b. This (line 9) \_\_\_\_\_

c. she (line 11) \_\_\_\_\_ d. those (line 12) \_\_\_\_\_

e. It (line 14) \_\_\_\_\_ f. it (line 24) \_\_\_\_\_

**(Total: 23 marks)**

Passage 2
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EXAMINATIONS BOARD

**SECONDARY EDUCATION CERTIFICATE LEVEL  
2018 MAIN SESSION**

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SUBJECT: **English Language**  
PAPER NUMBER: IIB – Question 1  
DATE: 19<sup>th</sup> May 2018  
TIME: 4:00 p.m. to 6:05 p.m.

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### WRITING TASK

Write between 180 and 200 words on ONE of the tasks below.

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. You are entering a short story competition. Continue the story which starts as follows: 'I opened the wardrobe. All my clothes had disappeared...'
2. Write an article for the school magazine with the title 'Young people prefer online rather than face-to-face communication'.
3. You are Dan (dan@bloc.com) and together with your friends, you have organised an end-of-year party. Write an email to your friend Sam (sam@dmil.com) describing the preparations for the party and the party itself.

<b>From:</b>	
<b>To:</b>	
<b>Subject:</b>	

**(Total: 40 marks)**











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EXAMINATIONS BOARD

**SECONDARY EDUCATION CERTIFICATE LEVEL  
2018 MAIN SESSION**

SUBJECT:	<b>English Language</b>
PAPER NUMBER:	IIB – Question 2
DATE:	19 <sup>th</sup> May 2018
TIME:	4:00 p.m. to 6:05 p.m.

<b>TOTAL</b>
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## READING COMPREHENSION AND SUMMARY

### Passage 1

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

You may have dreamed about taking a trip to the Bahamas' island of swimming pigs. Well, get ready to add a new destination to your adorable-animal-travel bucket list.

5 The island of Okunoshima, situated off the coast of Japan, is home to hundreds of bunnies, earning it the nickname "Usaga Jima" or Rabbit Island. Its fluffy, hopping residents are ultra-friendly and love people. Although traveller sites recommend bringing some gloves with you so that your fingers don't get nibbled, the four-legged furballs are otherwise completely harmless.

10 The island has a less-than-cute history, however. In 1925, the Imperial Japanese Army Institute of Science and Technology started a secret programme to develop chemical weapons after the Japanese government discovered that Europe and the United States were producing chemical weapons. Japan took extra care in keeping this a secret because the country was a part of the Geneva Protocol that banned the use of chemical warfare. Even if the storage and development of chemical weapons was not technically banned, Japan still went to great lengths to assure the secrecy of constructing a chemical ammunitions plant in 1929. The island was even removed from some of the maps of Japan. The Japanese military turned the local fish preservation processor into a toxic gas reactor without telling any of the local residents. The people who lived on the island, who were also employed by the plant, had no clue what the plant was manufacturing. Working conditions were harsh and many of the people suffered from toxic-exposure related illnesses.

20 It took about two years to complete the plant, and it produced over six kilotons of mustard gas (a chemical with the ability to form large blisters on the exposed skin and in the lungs) and tear gas. When World War II ended, the test factory was shut down, but many suspect that the bunnies are actually a remnant of the wartime experiments. Rumour has it that today's inhabitants are descended from bunnies brought over to the island as test subjects.

25 A happier theory suggests that a group of students brought a number of rabbits to the island, where their population grew to the hundreds that fill Okunoshima today.

30 However they got there, though, today the island's bunnies thrive in a peaceful environment. To ensure that the rabbit population faces no threats from predators, dogs, cats and any other animals that might threaten them are banned from the island. Humans, however, are encouraged to pay a visit. Okunoshima is accessible via a short ferry ride from the main island of Japan, Honshu. When tourists disembark, they can buy a bag of rabbit food for 100 Japanese yen—only about 90 cents!

As if the fluffy locals weren't enough of a reason to visit, the island also has a hotel, campgrounds, a golf course, and beautiful beaches. If you're looking up flights to Japan right now, we don't blame you in the slightest.

*Adapted from: <https://www.kcpinternational.com/> and <https://www.rd.com>*

DO NOT WRITE ABOVE THIS LINE

**Questions on passage 1**

1. Write down **TWO** part-sentences found between lines 1 and 6, of **TWO or THREE words each**, that have the same meaning as rabbits. (1)

a. \_\_\_\_\_  
b. \_\_\_\_\_

2. Write down **FOUR** facts about the rabbits on Okunoshima found between lines 1 and 7 of the passage. (2)

a. \_\_\_\_\_  
b. \_\_\_\_\_  
c. \_\_\_\_\_  
d. \_\_\_\_\_

3. What does the writer mean by 'less-than-cute history' (line 7)? (2)

\_\_\_\_\_  
\_\_\_\_\_

4. In your own words, explain why Japan wanted to keep its production of chemical weapons a secret. (2)

\_\_\_\_\_  
\_\_\_\_\_

5. What **TWO** things did the Japanese government do to ensure its programme to develop chemical weapons remained a secret? Use your own words. (2)

a. \_\_\_\_\_  
b. \_\_\_\_\_

6. What **TWO** parts of the human body are affected by mustard gas? (1)

a. \_\_\_\_\_ b. \_\_\_\_\_

7. Between lines 1 and 17, find **single** words that match the following meanings as used in the passage. (3)

a. lovable \_\_\_\_\_ b. located \_\_\_\_\_  
c. prohibited \_\_\_\_\_ d. poisonous \_\_\_\_\_  
e. idea \_\_\_\_\_ f. tough \_\_\_\_\_

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8. Who are 'today's inhabitants' (line 23)? (1)

\_\_\_\_\_

9. Explain the **TWO** different theories regarding how rabbits came to live on Okunoshima. (2)

a. \_\_\_\_\_

b. \_\_\_\_\_

10. What fact shows that rabbits on Okunoshima are taken care of today? (1)

\_\_\_\_\_

11. What do you think is the purpose of this passage? (1)

\_\_\_\_\_  
\_\_\_\_\_

12. Mention **EIGHT** facts about Okunoshima that we learn from lines 3-30 of the passage. (4)

a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

d. \_\_\_\_\_

e. \_\_\_\_\_

f. \_\_\_\_\_

g. \_\_\_\_\_

h. \_\_\_\_\_

13. Explain what is meant by 'If you're looking up flights to Japan right now, we don't blame you in the slightest' (lines 33-34). (2)

\_\_\_\_\_  
\_\_\_\_\_

**(Total: 24 marks)**

Passage 1

**Passage 2**

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

The first thing I do on arriving in Addis Ababa is throw up. Right there on the airport asphalt. At the hotel, there is no record of my booking, but I look so sickly that the receptionist quickly passes me a room key. She wants me gone before I scare her guests, I suspect.

5 Not the best preparation for my introduction to Ethiopian running, for sure. Woken by my alarm at dawn, I don't even contemplate reaching for my trainers. Head fuzzy, throat parched, it is as much as I can do to crawl out of bed and dress myself. I would not be beaten, however.

10 When I, still pale and shaky, arrive at Meskel Square the gathering point for the city's joggers, I'm struck that Meskel Square is not really a square at all. More of a crescent, really. Narrow, with the gentlest of curves, it is Addis Ababa's best-known spot for running and comprises a series of banked terraces.

15 It is not long before Solomon finds me. Sporting a scraggly beard and worn trainers, **he** introduces himself as an assistant coach, street artist and student. He seems to have a low opinion of Meskel Square. The serious runners, he tells me, train in the nearby hills or at one of the capital's few athletics centres. "Only amateurs here." That's more my tribe, I assure **him**, and ask if he can introduce me. Scratching his head, he obliges. The first gentleman he stops is 29-year-old, Aschallew who has already done an hour's endurance work this morning, and is getting ready to cycle home. The bike saves **him** money on public transport, he explains. His favourite distance? "10,000 metres." His personal best? "Thirty-one minutes, 14 seconds." My sense of amateurish kinship disappears in an instant.

20 I return at dusk the same day, my stomach still tender but somewhat becalmed. I still cannot face running. Instead, I take a seat beside a flight of stone-flagged steps towards the far end of Meskel Square. In front of **me**, the standard bedlam of most major African cities: a traffic-choked highway, a jumble of shops and offices, a smog-laden skyline, and an overland metro. Amid the chaos, Meskel Square offers a rare oasis of calm. The citizens of Addis Ababa flock  
25 **here** as much to escape life's daily grind as to get their daily dose of exercise.

30 My flight leaves early the next morning, although not so early that I don't have time to visit Meskel Square one more time. It is the weekend and numbers have swelled. People of all ages are out, from energetic kids to sprightly looking grandparents. My expensive running shoes make me stand out. But not as much as my slow pace and wheezing lungs. I put **it** down to a combination of post-sickness lethargy and altitude.

Turning back to my hotel, I regret that my all-too-brief experience of running with the Ethiopians is already over. Before I leave, however, I have a final encounter with Solomon. "Leaving so soon?" he wants to know. "Unfortunately, yes, but I'll be back."

*Adapted from: www.theguardian.com*

**Questions on passage 2**

1. In your own words explain what the writer means by 'She wants me gone before I scare her guests' (line 3). (2)

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2. Write down **FOUR** pieces of evidence found between lines 4 and 11 of the passage that show that the writer was not very well. (2)

a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

d. \_\_\_\_\_

3. Write down:

a. a part-sentence of not more than **FOUR** words, found between lines 1 and 8 that shows that the writer had never done any running in Ethiopia. (1/2)

\_\_\_\_\_

b. a part-sentence of not more than **FOUR** words, found between lines 1 and 8 that shows that the writer was determined to go out in spite of her illness. (1/2)

\_\_\_\_\_

4. Explain what the writer felt after having spoken to Aschallew. (1)

\_\_\_\_\_

\_\_\_\_\_

5. Write down **FOUR** characteristics of a typical African city found in the text. (2)

a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

d. \_\_\_\_\_

6. Are the following statements **True** or **False**? Circle the correct answer and give a reason for each of your answers. (5)

a. The writer wakes up rather late in the morning on her first day in Addis Ababa.

(True/False) because \_\_\_\_\_

b. Calling Meskel Square a 'square' is not very correct.

(True/False) because \_\_\_\_\_

c. The writer considers herself a professional jogger.

(True/False) because \_\_\_\_\_

***This question continues on next page.***



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10. What **TWO** separate words found in the last paragraph of the passage indicate that the writer is sad to leave Addis Ababa? (1)

a. \_\_\_\_\_ b. \_\_\_\_\_

**(Total: 26 marks)**

Passage 2
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***Please turn the page.***





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