

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

**SECONDARY EDUCATION CERTIFICATE LEVEL**

**MAY 2013 SESSION**

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

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**EXAMINER'S PAPER**

**SESSION 1**

**INSTRUCTIONS FOR CONDUCTING THE LISTENING COMPREHENSION**

Before the session, you are to:

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

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

**This is the procedure:**

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

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

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

**Examiner reads out the following:**

**Text A**

Good morning everyone and welcome to the Museum of London. On two sites, the museum tells the story of the city of London to the present day.

Here, extensive collections reveal the changing nature of London's history, making the museum the perfect place to visit. Step inside and you can take fascinating tours and walks, admire historic objects and visit an extensive library with over 10,000 resources in the Archives. All these tell the story of the capital's troubled past. Situated in the oldest part of London, now the financial district, the museum is adjacent to the remains of the city wall which date back to the time of the Roman Empire.

For example, our 'London before London' gallery explores the pre-historic story of the Thames Valley from four hundred fifty thousand BC to the arrival of the Romans in 50 AD. Don't miss the remains of the Shepperton woman, whose skeleton is approximately 5,100 years old and is displayed alongside a facial reconstruction.

There are also other more recent exhibits based on the present. One of these is the City Gallery which was launched in 2010. This extension provides a vast window on to London Wall, allowing you to peer into the galleries inside and have a glimpse of the actual city outside. There is also a copy of The Book of Tributes, which has been created in remembrance of the victims of the 7<sup>th</sup> July 2005 bombings on permanent display here.

Finally there is the Sackler Hall, which is a vast contemporary hub that forms the heart of the museum and provides a space for rest and quick refreshment. At one end of the hall, a bank of computer pods enables you to find out more about any object on display, as well as some of the items in our museum stores. A future exhibit to be seen in the Main Hall is called 'The Cheapside Hoard: London's Lost Jewels'. It will run till April 2014. This extraordinary and priceless collection of late 16<sup>th</sup> and early 17<sup>th</sup> century jewels and gemstones was discovered in 1912.

Enjoy your visit.

**Examiner reads out the following:**

**Text B**

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

Welcome to another episode of *Famous Historical Murders in London*. Today, you will get to know about a well-known murderer.

A couple of days before the freezing Christmas of 1902, a handsome young man by the name of Edgar Edwards, arranged to meet John Garland at the local pub to discuss the purchase of Garland's successful grocery business, which had been passed on from one generation to the next for more than one hundred years. Within minutes, Edwards violently attacked Garland without being provoked. Edwards was arrested, but before he could be taken to court for his violent behaviour he was under suspicion again. A search of his house provided police with evidence leading them to another grocery outlet that Edwards was interested in buying. The owners this time were William and Mary Darby, but neither they nor their 10-week-old baby daughter were anywhere to be seen. Instead, near the fireplace in the living room, detectives found a hammer which was covered with blood.

On the 30<sup>th</sup> December, a number of burly workmen were brought in to dig up a section of Edwards's garden close to the rose bushes he had looked after for so long. They quickly uncovered six large black bags and a small bundle which were buried under a rose bush. These were examined by the local police surgeon. He reported that the contents were the dismembered bodies of a man and a woman while in the bundle was the body of a baby, which was intact. The heads were quite recognizable. The cause of the parents' death was severe injuries to the head and, in the case of the baby, strangulation. There was no doubt that Edgar Edwards was responsible for this horrendous crime. Having taken a liking to their grocery outlet, he had decided to take their lives as well as their business to avoid paying for it.

The following morning, Edwards was duly charged with the wilful murder of William and Mary Darby and their daughter Ethel. This time he was taken into custody and sent to Brixton Prison, with the court hearing scheduled for the 9<sup>th</sup> February. Edwards refused to speak during the trial hoping to be passed off as insane. Although the prison doctor, James Scott, had concluded that the shape of Edwards's head was somewhat peculiar, he said he had found no evidence of actual insanity. Edwards was subsequently executed, to the satisfaction of the family members of the victims whose deaths he had caused.

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PAPER NUMBER:	I - Part 1 (a) Listening Comprehension	

**CANDIDATE'S PAPER – TEXT A**

**SESSION 1**

**MUSEUMS IN LONDON**

**1. Underline the correct answer in the brackets. (8 marks)**

- a) The Museum of London houses items of (*natural, war, urban*) history.
- b) Besides seeing displays, one can also take (*tours and walks, tours and workshops, walks and workshops*).
- c) The Museum of London is built (*above, within, next to*) the remains of the old City Wall.
- d) The skeleton of the Shepperton woman is on display with a (*restructuring, reconstruction, resurrection*) of her face.
- e) The City Gallery contains exhibits based on (*life nowadays, the future, pre-history*).
- f) The Book of Tributes will be on display (*for a short period of time, for a year, indefinitely*).
- g) In the Sackler Hall, one may (*relax, eat a full five-course meal, study Roman exhibits*).
- h) The 'Cheapside Hoard' is an exhibition of jewels which (*have no price, are valueless, are invaluable*).

**2. Match the items in Column A with those in Column B. The first one has been done for you. (7 marks)**

	Column A		Column B
1.	Two		City Gallery
2.	10,000	<b>1</b>	Sites of the museum
3.	Thames Valley		5,100
4.	Romans		450,000 BC
5.	Shepperton Woman		2005
6.	2010		2014
7.	Book of Tributes		50 AD
8.	Cheapside Hoard		Resources in the Archives

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**CANDIDATE'S PAPER – TEXT B**

**SESSION 1**

**FAMOUS HISTORICAL MURDERS IN LONDON**

- 1. Put the following items of information in the order in which you heard them. Number them from 1 to 7. (7 marks)**

Edwards was sent to prison.	
The victims' family members were satisfied.	
Six bags were found in Edwards's garden.	
The presumed murder weapon was found in the living room.	
Edwards's garden was dug up to search for bodies.	
The baby girl went missing with her parents.	
Edwards attacked Garland.	

- 2. Are the following statements TRUE or FALSE? Circle True for the correct statements and False for the incorrect ones. Give a reason for each of your answers. (8 marks)**

- a) Edwards attacked Garland in self-defence.  
(True / False) because \_\_\_\_\_
- b) Edwards killed the Darby family because he wanted to kidnap their child.  
(True / False) because \_\_\_\_\_
- c) The bodies of the adults found in the garden were found intact.  
(True / False) because \_\_\_\_\_
- d) Edwards hoped the court would declare him mentally unstable.  
(True / False) because \_\_\_\_\_

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**EXAMINER'S PAPER**

**SESSION 2**

**INSTRUCTIONS FOR CONDUCTING THE LISTENING COMPREHENSION**

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

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

**Examiner reads out the following:                      Text A**

Good morning everyone and welcome to the British Museum. We are in the Main Entrance, which is indicated as Hall 1 on your map. Allow me to give you an overview of the ongoing main exhibits.

In room 90, there is an exhibition entitled ‘Renaissance<sup>1</sup> to Goya’, which brings together prints and drawings by mainly Spanish and European artists working in Spain from the 16<sup>th</sup> century to the first decades of the 19<sup>th</sup> century, many of which have never before been on show.

A second display is called ‘Ritual and revelry – the art of drinking in Asia’. This is in room 91 and focuses on the importance of water, alcohol and tea in cultures across Asia over the past 2,500 years. Here you can admire vessels for drinking, pouring and making religious offerings. Next door, in room 92, you can attend a demonstration of the Japanese tea ceremony. This is free and is held at two and at three in the afternoon.

One very popular attraction is ‘Virtual Autopsy’ where you can explore a real mummy from early Egypt. This mummy is five and a half thousand years old and visitors can discover his long-held secrets using a virtual autopsy table. This mummy was wrapped in linen before being placed in a crouched position in a shallow pit. Direct contact with the hot, dry sand naturally mummified his body, making him one of the best preserved individuals we have from ancient Egypt. This interactive exhibit is in room 64.

One last exhibit in room 60 is ‘Bubbles and bankruptcy – financial crises in Britain since 1700’. In this display, you can find out more about the extraordinary stories of mismanagement, fraud and failure which exist in the history of finance. The display uses 50 original share certificates, banknotes and other fascinating objects to explain how, why and when financial crises have happened.

If you would like to visit us again, we will always have new exhibits, such as one about life and death in Pompeii in 79 AD, illustrating the effects of the eruption of Vesuvius.

Enjoy your visit.

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<sup>1</sup> To be read as *Renessans*

**Examiner reads out the following:                      Text B**

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

Welcome to another episode of *Famous Historical Murders in London*. Today, you will get to know about a well-known serial killer.

At one time, 10 Rillington Place was the most notorious address in London. It was in this house that John Christie killed at least six women over a ten-year period. He is also thought to have been responsible for the murders of Margaret Evans and her baby daughter Geraldine.

John Christie was born in 1899 and served in the First World War. He was known for speaking in a whisper. Christie married his wife Ethel in 1920 and had a series of jobs, and also had convictions for theft.

In August 1943, he committed his first murder, strangling Ruth Frost, a factory worker. The body was at first hidden under the floorboards but was later buried in the back garden of Christie's house. It was soon joined by a second victim, Muriel Eddy, a 32-year-old colleague, on the 7<sup>th</sup> October 1944. He had persuaded her that her bronchitis could be cured by inhaling his 'special mixture', then he subdued her with carbon monoxide before strangling her. In late November 1949, detectives searched the house looking for Margaret Evans and her daughter Geraldine, who had gone missing, but no corpse was discovered. The bodies were eventually found in a shed in the back garden.

Two years later, on the 14<sup>th</sup> December 1952, he strangled his 54-year-old wife and hid her body under the floorboards in the living room. Christie claimed she had left and sold all her jewellery. He killed three more women over the next three months. All were hidden in the kitchen in a hollow wall covered over with wallpaper. Christie moved out on the 20<sup>th</sup> March 1953, four days before a neighbour broke through the hollow wall while trying to install a shelf. The police search that followed also uncovered the body of his wife in the living room. By then, Christie was on the run and his name and photograph were plastered on the front page of every newspaper for a number of days.

He was finally spotted by a police officer on the 31<sup>st</sup> March. His turn to stand trial in court came on the 22<sup>nd</sup> June 1953. Pleading not guilty by reason of insanity, he described all seven murders from the witness box. He was sentenced to death on the 15<sup>th</sup> July. He was 54 years old. In the early 1970s, the house where the murders took place was demolished. The area has now been built over.



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**CANDIDATE'S PAPER – TEXT A**

**SESSION 2**

**MUSEUMS IN LONDON**

**1. Underline the correct answer in the brackets. (8 marks)**

- a) ‘Renaissance to Goya’ features artists who are mainly (*Italian, Spanish, British*).
- b) The works of art on display are said to be from the 16<sup>th</sup> to the (*20<sup>th</sup>, 18<sup>th</sup>, 19<sup>th</sup>*) century.
- c) ‘Ritual and Revelry’ depicts the use of (*water and tea, water and coffee, alcohol and coffee*).
- d) ‘Ritual and Revelry’ illustrates the use of these drinks in (*religious, commemorative, burial*) ceremonies.
- e) The Egyptian mummy in the museum is (*5,500, 5,000, 5,550*) years old.
- f) The mummy was preserved by (*artificial chemicals, natural conditions, traditional practices*).
- g) ‘Virtual Autopsy’ is an exhibition where the visitor (*participates actively, listens passively, just passes by*).
- h) In ‘Bubbles and Bankruptcy’ the history of (*banks, finance, management*) is displayed.

**2. Match the items in Column A with those in Column B. The first one has been done for you. (7 marks)**

	Column A		Column B
1.	Main entrance		Renaissance paintings
2.	Room 90		Exhibition of drinking vessels
3.	Room 91		Room 64
4.	Room 92		‘Financial Crises in Britain’
5.	Interactive exhibit		Tea ceremony demonstration
6.	Room 60	<b>1</b>	Hall 1
7.	50		Eruption of Vesuvius
8.	79 AD		Share certificates

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**CANDIDATE'S PAPER – TEXT B**

**SESSION 2**

**FAMOUS HISTORICAL MURDERS IN LONDON**

1. Put the following items of information in the order in which you listened to them. Number them from 1 to 7. (7 marks)

Muriel Eddy was murdered.	
Two bodies were found in a shed.	
The house was pulled down.	
Ruth Frost was strangled.	
Christie served in the First World War.	
The neighbour broke through the wall.	
Christie moved out of his house.	

2. Are the following statements TRUE or FALSE? Circle True for the correct statements and False for the incorrect ones. Give a reason for each of your answers. (8 marks)

- a) Christie spoke in a very low voice.  
(True / False) because \_\_\_\_\_
- b) Christie's first murder was of Margaret Evans and her baby girl.  
(True / False) because \_\_\_\_\_
- c) Christie gave himself up to the police.  
(True / False) because \_\_\_\_\_
- d) Christie was sentenced to life in prison.  
(True / False) because \_\_\_\_\_

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**EXAMINER'S PAPER**

**SESSION 3**

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

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

**Examiner reads out the following:**

**Text A**

Good morning everyone and welcome to the Victoria and Albert Museum. Here you can view our extensive collections for free, take a guided tour or even join a hands-on workshop.

But first, please allow me to introduce our main exhibits. The first major display is of contemporary photography from and about the Middle East. This exhibition called 'Light from the Middle East: New Photography' features over 90 works by some of the best-known photographers from across the region. The exhibition explores how some use the camera to record or bear witness, while others reveal how surprisingly unreliable a photograph can be.

In Spring 2012, the museum celebrated the opening of the newly renovated Fashion Galleries with an exhibition of beautiful ball gowns, red carpet evening dresses and catwalk showstoppers. Displayed over two floors, the exhibition called 'Ball gowns: British Glamour' features 60 dress designs for social events such as royal balls, state occasions and opening nights from the 1950s to the present. It features dresses worn by 80 celebrities including Elizabeth Hurley, Bianca Jagger and Sandra Bullock, and a stunning metallic leather dress created especially for the exhibition.

A selection of important royal ball gowns is also on display in Gallery 2, including a gown designed for Elizabeth the Queen Mother, Princess Diana's 'Elvis Dress' designed by Catherine Walker and gowns worn by 21<sup>st</sup> century royals.

Another main exhibition, 'Hollywood Costume', explores the central role costume design plays in cinema storytelling. Bringing together about 175 of the most iconic movie costumes from across a century of film-making, it is a once-in-a-lifetime opportunity to see the clothes worn by unforgettable and beloved characters such as Indiana Jones, Jack Sparrow, and Darth Vader<sup>1</sup>.

'Hollywood Costume' takes us on a three-gallery journey from Charlie Chaplin through the Golden Age of Hollywood to the spectacular design for 'Avatar'. These galleries are filled with cinema costumes that had never left the private collections in California before. Most of these clothes had never been publicly displayed and had never been seen beyond the secure walls of the studio archives.

Enjoy your visit.

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<sup>1</sup> To be read as *Vayder*

**Examiner reads out the following:**

**Text B**

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

Welcome to another episode of *Famous Historical Murders in London*. Today, you will get to know about a well-known serial killer.

Sweeney Todd, known as the Demon Barber of Fleet Street, is believed to have murdered about 150 customers, thereby making him the number one serial killer in British history. He was born on the 16<sup>th</sup> October 1756 in Brick Lane, London. In 1770, aged only 14, Sweeney Todd was sentenced to a five-year term in Newgate Prison. While in prison, he met up with an old barber who took a liking to young Sweeney and taught him how to cut hair and shave. He also taught him how to pick the pockets of his customers. Sweeney was a keen learner and soon became his apprentice, shaving some of the prisoners who could afford their services.

After his release, with a few pounds he had stolen in jail, and with the little knowledge of haircuts he had gained, Sweeney Todd bought and opened his own barber's shop. He would lure his victims in for a shave with a catchy rhyme. He would then allegedly slit their throats before dumping them under the building. Eventually, his partner Cecilia got rid of the flesh by making pies and selling them as pork pies in a shop nearby.

Sweeney's shop, by all accounts, was a small, dark place, with a single barber's chair in the middle of the room, a bench for waiting customers and a shelf filled with combs, scissors and razors. It was part of a two-storey building, and Sweeney lived upstairs in a three-roomed flat overlooking the street. There was a basement, too, for which Sweeney Todd soon found a purpose. He cut a square hole in the floor. Then he designed a mechanism which would work when the customer reclined in the chair, tumbling the victim into the basement below. Another barber's chair, fastened to the bottom of the trap door, would swing up into place, ready for the next victim. According to articles written, Sweeney's partner-in-crime was unattractive, and her smile was false.

Although many people believe that this story is just a myth, there really was a mad barber. He really did use a trapdoor and robbed and killed customers. Most did end up as filling for meat pies. The truth of this story has been proven by the extensive, painstaking research conducted by British author Peter Haining. His latest book leaves no doubt about this.

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**CANDIDATE'S PAPER – TEXT A**

**SESSION 3**

**MUSEUMS IN LONDON**

**1. Underline the correct answer in the brackets. (8 marks)**

- a) The photography display is described as (*contemporary, modern, vintage*).
- b) The photography exhibition shows photographs from (*Eastern Europe, the Middle East, East Africa*).
- c) The Fashion Galleries were (*modernised, rebuilt from scratch, unchanged*).
- d) The ball gown display is found on (*two, three, four*) floors.
- e) The ball gowns on display were worn by (*celebrities and royals, singers and celebrities, models and royals*).
- f) 'Hollywood Costume' shows costumes which span across (*100 years, 10 years, 50 years*).
- g) The design for 'Avatar' is (*ordinary, unimpressive, magnificent*).
- h) The movie costumes on display came from (*personal, public, state*) collections.

**2. Match the items in Column A with those in Column B. The first one has been done for you. (7 marks)**

	Column A		Column B
1.	Works of photography		Royals
2.	Spring 2012		Gallery 2
3.	60		3
4.	80		Opening of fashion galleries
5.	Royal ball gowns		Dress designs
6.	21 <sup>st</sup> Century		Movie costumes
7.	175		Celebrities
8.	Galleries of Hollywood costumes	<b>1</b>	90

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**CANDIDATE'S PAPER – TEXT B**

**SESSION 3**

**FAMOUS HISTORICAL MURDERS IN LONDON**

- 1. Put the following items of information in the order in which you listened to them. Number them from 1 to 7. (7 marks)**

An author researched the barber's story.	
Sweeney Todd lived in a two-storey block.	
People believe that the story is just a myth.	
Sweeney Todd slit his victims' throats.	
Sweeney Todd killed 150 people.	
Sweeney Todd learnt how to become a pickpocket.	
Sweeney Todd cut a square hole in the floor.	

- 2. Are the following statements TRUE or FALSE? Circle True for the correct statements and False for the incorrect ones. Give a reason for each of your answers. (8 marks)**

- a) The Demon Barber was jailed for the first time when he was only a teenager.  
(True / False) because \_\_\_\_\_
- b) The Demon Barber had inherited the shop he opened.  
(True / False) because \_\_\_\_\_
- c) Sweeney Todd made his own pies.  
(True / False) because \_\_\_\_\_
- d) The barber's companion was considered to be beautiful.  
(True / False) because \_\_\_\_\_

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**EXAMINER'S PAPER**

**SESSION 4**

**INSTRUCTIONS FOR CONDUCTING THE LISTENING COMPREHENSION**

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- 5. You have three minutes to complete your answers.**

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

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



**Examiner reads out the following:**

**Text A**

Good morning everyone and welcome to the Natural History Museum. Allow me to give you an overview of the main exhibits.

The museum is divided into four main zones which have different colours.

In the Central Hall, our beautifully designed new Cadogan<sup>1</sup> Gallery, which was formerly known as the Tree Gallery, is now open. Here, you will discover 22 extraordinary objects and specimens such as a fragment of moon rock or an Emperor Penguin egg. This exhibit was unveiled by Her Royal Highness the Duchess<sup>2</sup> of Cambridge on the 27<sup>th</sup> November 2012.

In the Green Zone, you can enjoy our Creepy Crawlies gallery which explores how crawling creatures survive. Take a closer look at many creepy yet interesting species which are not all insects. Afterwards, you may want to visit the Minerals exhibition, where you will be able to appreciate the original design of the museum as it was in 1881.

In the Blue Zone, you can meet a terrifying T.Rex and see other dinosaur fossils in our world-renowned Dinosaurs Gallery. Our exhibits, which include four moving robotic dinosaurs, will help you sort the facts from the myths about why dinosaurs died out. Down Dinosaur Way, there are several special exhibits such as Darwin's pet tortoise and a life-size model of the blue whale, one of the largest mammals on the planet.

The Red Zone is dedicated to our ever-changing planet. Here, you can learn more about one of the largest meteorites ever found, which weighs approximately the same as four cars. Step inside our Volcano Room and you will learn more about these magnificent yet dangerous forces of nature. Your visit to the Red Zone can end with a visit to our Earth's Treasury Gallery, where you will be amazed at the collection of minerals, gems and stones.

The Orange Zone contains the Darwin Centre. This houses our research facilities and a vast collection of bottled specimens in our state-of-the-art building which looks like a giant cocoon. It was opened in September 2009 and it took around 25 months and 280 people to build.

Enjoy your visit.

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<sup>1</sup> To be read as *Kaduggin*

<sup>2</sup> To be read as *Dutchiss*

**Examiner reads out the following:                      Text B**

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

Welcome to another episode of *Famous Historical Murders in London*. Today, you will get to know about a well-known murderer.

Harvey Crippen was born in Michigan, USA. He was a salesman. He travelled to London with his wife Cora, a music performer, to pursue his career. By 1910, he had lost his job and was facing financial ruin due to an expensive affair with his 27-year-old secretary and a risky investment. His solution was to murder his wife to whom he had been married for 17 years. He also planned to dispose of her body, sell her jewellery and spend her savings.

The killing, in the early hours of the 1<sup>st</sup> February 1910, was carried out so successfully that it is still unclear how he did it. His plan did not work, however, because he gave contradictory accounts for his wife's disappearance and also because his girlfriend, Ethel, liked wearing his wife's jewellery and furs.

The police interviewed Crippen, who claimed his wife had left him. An initial search of the Crippen home revealed nothing suspicious. But suddenly, fearing it was only a matter of time before he was caught, Crippen and his girlfriend fled the country. Their flight prompted detectives to search the house again and this time they found a shallow grave in the cellar. There was no skeleton. All that remained of Cora Crippen were a few scraps of flesh, some bleached blonde hair and scraps of a pyjama jacket.

The discovery of the remains on the 13<sup>th</sup> July sparked one of the most notorious manhunts in British history as police put up a reward for Crippen's and Ethel's capture. The couple disguised themselves to escape justice but their attempt was unsuccessful. Crippen's trial began just two and a half months later, when it was stated that the remains in the cellar could be identified as those of Cora Crippen by a scar on a piece of tissue. The court expert said he had found evidence she was poisoned with a chemical obtained from a plant. Crippen was executed on the 23<sup>rd</sup> November 1910. The court cleared Ethel of being an accomplice and she left for New York.

The scene of the murder also vanished, destroyed by a bomb in World War Two, and a block of flats was built on the site. But even now, the case remains controversial. In 2007, it was claimed that DNA testing of the preserved scar tissue proved that the human remains were in fact of a male and not those of Cora Crippen.

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

**SECONDARY EDUCATION CERTIFICATE LEVEL**

**MAY 2013 SESSION**

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

**CANDIDATE'S PAPER – TEXT A**

**SESSION 4**

**MUSEUMS IN LONDON**

**1. Underline the correct answer in the brackets. (8 marks)**

- a) The Natural History Museum contains (*two, three, four*) colour-coded zones.
- b) The Cadogan Gallery houses (*22, 23, 24*) items and specimens on display.
- c) The Cadogan Gallery (*is now known as, was known as, will be known as*) the Tree Gallery.
- d) There is a (*big chunk, pile, small piece*) of rock from the moon.
- e) The Creepy Crawlies Gallery shows (*insects and other animals, insects and spiders only, insects only*).
- f) The meteorite on display in the Red Zone is as heavy as four (*vans, cars, trucks*).
- g) The Volcano Room is in the (*Green, Red, Blue*) Zone.
- h) The building shaped like a cocoon was (*inaugurated, built, renovated*) in September 2009.

**2. Match the items in Column A with those in Column B. The first one has been done for you. (7 marks)**

	<b>Column A</b>		<b>Column B</b>
1.	Central Hall		Creepy Crawlies Gallery
2.	Duchess of Cambridge		Dinosaurs Gallery
3.	Green Zone		Earth's Treasury Gallery
4.	Original design		25 months
5.	Blue Zone	<b>1</b>	Cadogan Gallery
6.	Dinosaur Way		Darwin's pet tortoise
7.	Red Zone		November 2012
8.	Darwin Centre		1881

MATRICULATION AND SECONDARY EDUCATION CERTIFICATE EXAMINATIONS BOARD  
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**SECONDARY EDUCATION CERTIFICATE LEVEL**

**MAY 2013 SESSION**

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**CANDIDATE'S PAPER – TEXT B**

**SESSION 4**

**FAMOUS HISTORICAL MURDERS IN LONDON**

1. Put the following items of information in the order in which you listened to them. Number them from 1 to 7. (7 marks)

Ethel left for New York.	
Crippen and Ethel wore a disguise.	
A grave was discovered.	
Crippen murdered his wife.	
Crippen travelled to London.	
The human remains were of a man.	
Crippen was interviewed by the police.	

2. Are the following statements TRUE or FALSE? Circle True for the correct statements and False for the incorrect ones. Give a reason for each of your answers. (8 marks)

- a) Crippen killed his wife because he needed money.  
(True / False) because \_\_\_\_\_
- b) The body in the cellar was found by the police straightaway.  
(True / False) because \_\_\_\_\_
- c) Crippen's girlfriend was also charged with murder.  
(True / False) because \_\_\_\_\_
- d) The case was closed after Crippen's execution in 1910.  
(True / False) because \_\_\_\_\_

MATRICULATION AND SECONDARY EDUCATION CERTIFICATE EXAMINATIONS BOARD  
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**MAY 2013 SESSION**

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

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**EXAMINER'S PAPER**

**SESSION 5**

**INSTRUCTIONS FOR CONDUCTING THE LISTENING COMPREHENSION**

Before the session, you are to:

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

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

**This is the procedure:**

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

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

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

**Examiner reads out the following:**

**Text A**

Good morning everyone and welcome to the Science Museum here in South Kensington. Allow me to give you an overview of the main exhibits.

London's Science Museum permanently displays exceptional objects which mark new departures in technology and science. These objects and many others are laid out in a chronological sequence and make up a cultural history of industrialisation from 1750 to the year 2000.

An interactive display called 'Who am I?' is found on the first floor and invites you to explore the science of who you are. Discover what your voice sounds like as a member of the opposite sex, see how you would look in 50 years or collect DNA to catch a criminal in our interactive exhibits.

On the second floor, another permanent display may be viewed in the Atmosphere Gallery which presents an exciting way to make sense of the climate. You'll step into a different world, with its own land, oceans, ice and, above your head, its delicate atmosphere. Here you will learn more about features such as stalagmites and ice cores. Follow the five interactive games and see your actions played out before your eyes in this interactive gallery.

The third floor houses the Flight Gallery which is brimming over with extraordinary exhibits reflecting both British and international achievements in aviation. Full-scale aircraft on show include many from the pioneer days of aviation, such as the most authentic Antoinette monoplane of 1909, to be seen anywhere in the world. Other exhibits include the Supermarine racing seaplane and a complete slice of a present day genuine Boeing 747 jumbo jet. Linked to this is Red Arrows 3D where you can experience the thrill of flying with the Royal Air Force Red Arrows during one of their sensational aerial aerobatics displays. This is about 15 minutes long. If you want to go a step further, you can then take the controls in one of our jet flight simulators.

If you get hungry, feel free to stop by at any of our two coffee shops or at our restaurant.

Enjoy your visit.

**Examiner reads out the following:**

**Text B**

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

Welcome to another episode of *Famous Historical Murders in London*. Today, you will get to know about a series of murders in London's East End.

The Ratcliffe Highway Murders of 1811 in London's East End were the most notorious of their day. In the space of twelve days, two families were killed in their homes in such a terrible manner that for weeks afterwards people barricaded their doors and regarded every stranger with suspicion. They couldn't trust anyone anymore.

The prime suspect committed suicide before facing trial.

It all began shortly after midnight on Sunday the 8<sup>th</sup> December, at Timothy Marr's shop at number 29 on the Ratcliffe Highway. Marr and his 14-year-old assistant James Gown had been clearing up after a day of trading. His wife Celia was probably looking after their three-month-old son Tom. At some point, all, except the baby, were beaten with a carpenter's tool. When the servant girl Margaret returned from an errand, she found the door locked. Nobody answered the bell but she heard footsteps and a baby crying. Then all was silent. It was not until an hour later that she alerted a policeman who was doing his rounds.

The police gained entrance through the back door and found the body of Timothy Marr. His wife was lying face down near the front door. The assistant was dead behind the counter. The baby, unharmed, was the last to be found, in his cradle in the basement.

One of the first leads of the investigation was a sighting of three men outside the shop that night, one described as tall and wearing a light-coloured coat. Inquiries were still continuing when a second household was attacked in an equally brutal fashion. On the 19<sup>th</sup> December, the lodger at an inn was seen climbing down knotted sheets from a window. Inside the inn, Daniel Stone was found lying on his back in the cellar, brutally murdered. In the kitchen lay his 60-year-old wife Elizabeth and maid Bridget, both dead. Luckily, the couple's 14-year-old granddaughter Kitty was asleep in her bed, unharmed. The terrified lodger told how he had risked his life fleeing out of the window after seeing a tall man in a long coat standing over Mrs Stone's body at the foot of the stairs.

As panic rippled through London, other police officers became involved in the hunt. Finally, their efforts bore fruit with the arrest of the tall man in the long coat by the name of John Williams.

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**CANDIDATE'S PAPER – TEXT A**

**SESSION 5**

**MUSEUMS IN LONDON**

**1. Underline the correct answer in the brackets. (8 marks)**

- a) The Science Museum displays items of interest in science and (*war, technology, art*).
- b) The exhibits in the museum are organised according to their (*date, name, size*).
- c) The ‘Who Am I?’ display shows how you would look (*in a decade, at 50, in 50 years*).
- d) The display in the Atmosphere Gallery is about (*technology, astronomy, the climate*).
- e) The display in the Atmosphere Gallery is open (*for a short time, indefinitely, for a year*).
- f) The Flight Gallery contains (*model, life-size, both model and life-size*) aeroplanes.
- g) The Flight Gallery contains aircraft of (*the present and the future, the past only, the past and the present*).
- h) There are (*two, three, four*) catering establishments in the museum.

**2. Match the items in Column A with those in Column B. The first one has been done for you. (7 marks)**

	Column A		Column B
1.	Science Museum		Interactive games
2.	Start of the history of industrialisation		First floor
3.	‘Who am I?’ display		Atmosphere Gallery
4.	Second floor		Flight Gallery
5.	Five		15 minutes
6.	Third floor		1909
7.	Antoinette Monoplane		1750
8.	Red Arrows 3D	<b>1</b>	South Kensington



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**CANDIDATE'S PAPER – TEXT B**

**SESSION 5**

**FAMOUS HISTORICAL MURDERS IN LONDON**

- 1. Put the following items of information in the order in which you listened to them. Number them from 1 to 7. (7 marks)**

Marr and his assistant cleared up the shop.	
A tall man was arrested.	
The police found Marr's wife dead.	
People in London grew suspicious.	
Margaret raised the alarm.	
Daniel Stone was killed.	
Two families were killed.	

- 2. Are the following statements TRUE or FALSE? Circle True for the correct statements and False for the incorrect ones. Give a reason for each of your answers. (8 marks)**

- a) The suspect was executed after he was found guilty.  
(True / False) because \_\_\_\_\_
- b) The lodger at the inn jumped out of the window.  
(True / False) because \_\_\_\_\_
- c) In both incidents children were harmed.  
(True / False) because \_\_\_\_\_
- d) These murders filled the people of London with fear.  
(True / False) because \_\_\_\_\_

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**MAY 2013 SESSION**

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PAPER NUMBER: I - Part 1 (a) Listening Comprehension

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**EXAMINER'S PAPER**

**SESSION 6**

**INSTRUCTIONS FOR CONDUCTING THE LISTENING COMPREHENSION**

Before the session, you are to:

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

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

**This is the procedure:**

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

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

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

**Examiner reads out the following:**

**Text A**

Good morning everyone and welcome to the National Maritime Museum in Greenwich<sup>1</sup>. Allow me to give you an overview of the main exhibits.

The National Maritime Museum is the world's largest museum of marine history which connects Britain's maritime past with our lives today. Begin at the Sammy Ofer Wing, which is the biggest development in the museum's history. This wing includes the recently refurbished Waterloo Restaurant which has unrivalled views over beautiful Greenwich Park. It also contains a new permanent Gallery called 'Voyagers' that houses over 200 objects representing the extraordinary depth and range of the museum's collection. 'Voyagers' features the Wave, a 20-metre audio-visual screen where 300 images and films from the museum's vast archives are projected. The wing also houses the Compass Lounge on Ground Level. Here you can explore our vast collection together with the new Caird<sup>2</sup> Library and archive, which provide public access to the most comprehensive maritime resources in the world, and enjoy free Wi-Fi in comfort.

'Traders: the East India Company and Asia' is a new permanent gallery on Level 1 exploring Britain's maritime trade with Asia throughout history. To celebrate the opening of 'Traders', the National Maritime Museum staged a festival of events throughout Autumn and Winter 2011.

One of our most popular displays is the Nelson display found in the 'Maritime London' gallery. It explores Lord Nelson's contribution to the famous Battle of Trafalgar. The space includes life-size digital reproductions of Nelson's Trafalgar coat and Nile uniform, through which visitors can learn more about Nelson's life and death. Here, you can see the original jacket Nelson was wearing at Trafalgar, with the bullet hole in the left shoulder from the fatal shot.

Once that is done, you can step aboard the Ship Simulator on Level 2 and discover the art of navigation and communication at sea. Become the captain of a ship and try your hand at manoeuvring into port using the state-of-the-art bridge. The Ship Simulator Gallery is open at weekends and on Tuesdays.

Enjoy your visit.

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<sup>1</sup> To be read as *Grinich*

<sup>2</sup> To be read as *Kerd*

**Examiner reads out the following:                      Text B**

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

Welcome to another episode of *Famous Historical Murders in London*. Today, you will get to know about a well-known unsolved murder.

At ten o'clock on the night of the 7<sup>th</sup> November 1974, a woman covered in blood burst into a pub, crying out for help. She was Lady Lucan, who had fled from her home, leaving behind her three children. She was obviously the victim of a serious assault. The police and an ambulance were called to the scene. The police officers who arrived to investigate found an enormous house consisting of a ground floor, a basement and four upper floors. Forcing open the front door, they searched the premises and found the children in their bedrooms, unharmed. The door to the basement was open. They descended the stairs and found a pool of blood on the floor with some male footprints in it, and, near the stairs, a sack. The top of the sack had not been secured. Inside, was the corpse of the children's nanny. In the hallway, there was a long metal pipe which was heavily bloodstained. The back door of the house was unlocked.

When Lady Lucan calmed down, she was able to make a statement to the police. She named her husband as her attacker and the murderer of the nanny. There was no sign of Lord Lucan. However, a neighbour, Jane Jenkins, claimed to have heard knocks on her door, which she had ignored thinking it was a prank. Then she had received a phone call from a man who sounded like a frantic Lord Lucan. She could not understand him and put the phone down. She didn't think much of it until she heard the news the following morning.

When Lord Lucan's mother heard about the terrible tragedy, she decided to go straight to the house. She found the place occupied by the police, and informed them that her son and his wife were separated. She also told the police that her son lived alone in a nearby flat. The police searched Lord Lucan's flat. He was not there, but they found his car keys, passport, driving licence, wallet and glasses. His blue sports car was parked outside. It had a flat battery. He was nowhere to be found but the police learned that he had borrowed a friend's car on the evening of the murder.

The murder remains unsolved and there are conflicting opinions as to whether Lord Lucan is guilty or not. Many books and articles have been written about the case.

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**SECONDARY EDUCATION CERTIFICATE LEVEL**

**MAY 2013 SESSION**

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**CANDIDATE’S PAPER – TEXT A**

**SESSION 6**

**MUSEUMS IN LONDON**

**1. Underline the correct answer in the brackets. (8 marks)**

- a) The museum displays the history of (*nature, cities, ships*).
- b) The Sammy Ofer Wing is the museum’s largest (*section, improvement, block*).
- c) Waterloo restaurant has recently been (*rebuilt, renovated, relocated*).
- d) ‘Voyagers’ will be on display (*indefinitely, for a year, for a short time*).
- e) Wi-Fi access is found (*all over the museum, in the Compass Lounge, in the Caird Library*).
- f) ‘Traders’ is about trade between (*Britain and Asia, Britain and America, Asia and America*).
- g) The Nelson display is about (*the birth of Lord Nelson, Lord Nelson and the Battle of Trafalgar, Lord Nelson’s battles*).
- h) The Ship Simulator opens (*at weekends only, at weekends and on one weekday, all week*).

**2. Match the items in Column A with those in Column B. The first one has been done for you. (7 marks)**

	Column A		Column B
1.	Waterloo		200 objects
2.	‘Voyagers’		Pretend to be a captain of a ship
3.	300		Bullet hole
4.	Compass Lounge	<b>1</b>	Name of restaurant
5.	Caird Library		Images and films
6.	Festival of events		Maritime resources
7.	Nelson’s jacket		Ground level
8.	Level 2		Autumn and Winter 2011

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**CANDIDATE'S PAPER – TEXT B**

**SESSION 6**

**FAMOUS HISTORICAL MURDERS IN LONDON**

1. Put the following items of information in the order in which you listened to them. Number them from 1 to 7. (7 marks)

The neighbour received a phone call from a man.	
Lord Lucan's car keys were found.	
Lord Lucan's mother arrived at the house.	
The police found the nanny's body.	
Lord Lucan's flat was searched.	
Lady Lucan ran into the pub.	
The police found blood on the floor.	

2. Are the following statements TRUE or FALSE? Circle True for the correct statements and False for the incorrect ones. Give a reason for each of your answers. (8 marks)

a) Lord and Lady Lucan were happily married.

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

b) Lady Lucan's children were not hurt in the incident.

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

c) Lady Lucan was not sure who her attacker was.

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

d) Lord Lucan probably used someone else's car on the night of the murder.

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

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**EXAMINER'S PAPER**

**SESSION 7**

**INSTRUCTIONS FOR CONDUCTING THE LISTENING COMPREHENSION**

Before the session, you are to:

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

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

**This is the procedure:**

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

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

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

**Examiner reads out the following:**

**Text A**

Good morning everyone and welcome to the Royal Observatory here in Greenwich<sup>1</sup>. Allow me to give you an overview of the main attractions.

The Royal Observatory is the home of Greenwich Mean Time and the Prime Meridian of the World. It is also home to London's one and only planetarium and a renowned refracting telescope. Entrance to the Astronomy Centre is free. Entrance charges only apply to Flamsteed House and the Meridian Courtyard.

Flamsteed House now contains two modern galleries. It is the original observatory building at Greenwich, designed by Sir Christopher Wren in 1675. In the Meridian Courtyard, you can stand on the world-famous Greenwich Meridian Line which represents the Prime Meridian of the World. The line itself divides the eastern and western hemispheres of the Earth, just as the Equator divides the northern and southern hemispheres. The 125<sup>th</sup> anniversary of the Greenwich Meridian as the Prime Meridian of the World was marked on the 22<sup>nd</sup> October 2009.

The 28-inch Greenwich refracting telescope is the largest of its kind in the UK and the seventh largest in the world. Completed in 1893, it was designed to keep the Royal Observatory up-to-date with modern astronomy. It is now a central part of educational programmes at the Royal Observatory. During the winter months, the Observatory organises evenings when you can come and view the night sky through the 28-inch telescope.

The Peter Harrison Planetarium combines images from spacecraft and telescopes with advanced computer graphics, all projected onto a dome, thereby revealing mysteries such as the heart of the sun or distant galaxies. We have new shows throughout the day, such as 'The Sky Tonight Live' which is held daily at 3.30 in the afternoon and three times at weekends. This presentation will show you what you can see in tonight's night sky. This is presented live by a Royal Observatory astronomer. Another show is called 'The Universe Exposed', which shows four times at weekends and holidays. It is on only at quarter to three and quarter past four on weekdays.

Enjoy your visit.

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<sup>1</sup> To be read as *Grinich*



**Examiner reads out the following:                      Text B**

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

Welcome to another episode of *Famous Historical Murders in London*. Today, you will get to know about three well-known police murders that took place in the Houndsditch area of London.

The Houndsditch murders remain the highest loss of life by the police on a single day. Three City of London officers were shot dead and two other police officers were also left paralysed for life after responding to reports of a break-in on the night of 16<sup>th</sup> December 1910. When they arrived at the back of the jeweller's shop at 119 Houndsditch in central London, they had no idea they were about to confront a gang of heavily armed rebels from Latvia and Russia. The gang was in exile in London after attempting to bring revolution to their homeland.

Sergeant Robert Bentley knocked on the front door of the building, in the dark street behind the jeweller's, and was greeted by the broad and tall gang leader Boris Gardov. Gardov pretended not to understand English when questioned and then left, leaving the door ajar. It was only when Sergeant Bentley entered a few minutes later that the gang opened fire, causing him to collapse wounded across the doorstep. Sergeant Charles Tucker was killed instantly in the attempt to come to his aid, while Officer Walter Coat was shot five times as the killers made their escape. Coat and Bentley died a few hours later in hospital.

The gang leader, Gardov, had himself been seriously wounded by a stray bullet in the struggle and was carried off, to die the next day. All three police officers had been shot with a pistol which was found by the police with Gardov's body. At the time, it was believed that he was responsible for the murders. The search for the gang over the next two weeks led to a shootout on Sidney Street, East London, when 200 officers cordoned off their hiding place.

When the gunmen were tracked down, Home Secretary Winston Churchill was in the huge crowd watching from the sidelines. Hundreds of police officers were involved in a fierce gun battle with the gang members who were holed up in a flat in Sidney Street. After a tense standoff, the building caught fire and, after a struggle, the gang was captured.

Although five gang members were put on trial, no one was found guilty. All three police victims were awarded the King's Police Medal and are commemorated by a monument which was unveiled on the 100<sup>th</sup> anniversary of the murders.

Index No: \_\_\_\_\_

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

**SECONDARY EDUCATION CERTIFICATE LEVEL**

**MAY 2013 SESSION**

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

**CANDIDATE'S PAPER – TEXT A**

**SESSION 7**

**MUSEUMS IN LONDON**

**1. Underline the correct answer in the brackets. (8 marks)**

- a) The Royal Observatory is where Greenwich (*mean, median, mode*) time is calculated.
- b) The attractions at the Royal Observatory are (*all free, only partly free, all against a fee*).
- c) Flamsteed House was (*designed, built, renovated*) by Sir Christopher Wren.
- d) The refracting telescope is the largest of its type in (*the UK, the world, Europe*).
- e) The telescope forms part of the Royal Observatory's (*space, television, instructional*) programmes.
- f) The observatory holds public observation evenings in (*Summer, Autumn, Winter*).
- g) The Planetarium is named after (*George Harrison, Peter Harrison, Christopher Wren*).
- h) 'The Sky Tonight Live' is presented by an (*astronomer, astrologer, astronaut*).

**2. Match the items in Column A with those in Column B. The first one has been done for you. (7 marks)**

	<b>Column A</b>		<b>Column B</b>
1.	Two		Dome
2.	Date of original Observatory building	<b>1</b>	Modern galleries
3.	125		1675
4.	Refracting telescope		Four
5.	Completion of telescope		3.30 in the afternoon
6.	Advanced computer graphics		Anniversary of the Meridian
7.	'The Sky Tonight Live'		7 <sup>th</sup> largest in the world
8.	Weekend shows of 'The Universe Exposed'		1893

MATRICULATION AND SECONDARY EDUCATION CERTIFICATE EXAMINATIONS BOARD  
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**MAY 2013 SESSION**

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

**CANDIDATE'S PAPER – TEXT B**

**SESSION 7**

**FAMOUS HISTORICAL MURDERS IN LONDON**

1. Put the following items of information in the order in which you listened to them. Number them from 1 to 7. (7 marks)

Sergeant Bentley was wounded.	
A jewellery shop was burgled.	
The weapon was found.	
There was a shootout on Sidney Street.	
Officer Coat was shot five times.	
Boris Gardov opened the door.	
The police confronted a gang immediately after a break-in.	

2. Are the following statements TRUE or FALSE? Circle True for the correct statements and False for the incorrect ones. Give a reason for each of your answers. (8 marks)

- a) The gang members were in London because they were not allowed to go back to Russia and Latvia.  
(True / False) because \_\_\_\_\_
- b) All three police officers died on the spot.  
(True / False) because \_\_\_\_\_
- c) The gang members finally gave themselves up to the police.  
(True / False) because \_\_\_\_\_
- d) All gang members were sent to prison.  
(True / False) because \_\_\_\_\_

MATRICULATION AND SECONDARY EDUCATION CERTIFICATE EXAMINATIONS BOARD  
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**MAY 2013 SESSION**

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

---

**EXAMINER'S PAPER**

**(10 marks)**

**INSTRUCTIONS TO EXAMINERS**

- **Greet the candidate and hand out the candidate's paper.**
- **Ask all candidates the questions in Set 1.**
- **Ask all candidates a minimum of four questions of your choice from Set 2.**
- **Each time, choose a different combination of four questions from the list so that, by the end of the examination, all the questions in this set will have been used.**
- **If the candidate's responses are brief, ask further questions from Set 2 to ensure that the candidate is engaged in conversation long enough (approximately 5 minutes) to enable you to make a more accurate and fair assessment of their speaking skills.**
- **When the candidate is ready, collect the candidate's paper.**

**Do not rephrase questions or improvise.**

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

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

**CONVERSATION PROMPTS**

**SESSION 1**

**SHOPPING**

**Set 1**

1. Look at the two pictures. Tell me what is happening in these two pictures.
2. How are these people feeling?
3. Why do some people enjoy shopping for clothes?

**Set 2**

1. What do you generally spend your money on? (Why?)
2. Do you shop online? (Why? / Why not?)
3. In what ways is online shopping different from traditional shopping?
4. When do you like to shop? (Why?)
5. Do you think that shops should also open on a Sunday? (Why? / Why not?)
6. Do you prefer to go shopping on your own or with somebody? (Why?)
7. What attracts you to a particular shop?
8. What are some advantages of large shopping centres?
9. Is your town or village well-equipped for shopping? (In what way?)
10. Do you keep a shopping list? (Why? / Why not?)

MATRICULATION AND SECONDARY EDUCATION CERTIFICATE EXAMINATIONS BOARD  
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**SECONDARY EDUCATION CERTIFICATE LEVEL**

**MAY 2013 SESSION**

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

---

**CONVERSATION – ROLE PLAY 1A**

**EXAMINER'S PAPER**

**(10 marks)**

**INSTRUCTIONS TO EXAMINERS**

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

**Explain to the Candidate:**

When in Valletta, you discover that your wallet is missing. You go to the nearest police station.

In this situation, I will play the role of the police officer and you will file a report.

**Examiner:** **Good morning. How may I help you?**

**Candidate:** (1) Greet the police officer. State your reason for calling at the police station, adding details of the time and place where you think the wallet went missing.

**Examiner:** **Can you describe the wallet, please?**

**Candidate:** (2) Describe your wallet in detail, as well as its contents and the amount of cash it contained.

**Examiner:** **Thank you. Was there anything in the wallet that was particularly important to you?**

**Candidate:** (3) Talk about one particular item in the wallet and explain its importance to you.

**Examiner:** **Did you notice anyone in particular around you at that time?**

**Candidate:** (4) Reply in the negative and describe your immediate reaction upon discovering that your wallet went missing.

**Examiner:** **Alright. I will try to help you but this might take a while.**

**Candidate:** (5) Protest and persuade the police officer to see to the matter right away.

**Examiner:** **I will pass on the report to my colleague who will probably contact you sometime tomorrow afternoon. Is this OK?**

**Candidate:** (6) Reply accordingly by indicating where you may be contacted tomorrow afternoon.

**Examiner:** **Thank you.**

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**SECONDARY EDUCATION CERTIFICATE LEVEL**

**MAY 2013 SESSION**

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

---

**CONVERSATION – ROLE PLAY 1B**

**EXAMINER’S PAPER**

**(10 marks)**

**INSTRUCTIONS TO EXAMINERS**

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

**Explain to the Candidate:**

You have just been to a restaurant with all your friends to celebrate a happy occasion. Unfortunately, the service was not up to standard and you call the manager to complain.

In this situation, I will play the role of the restaurant manager and you will report the complaint.

**Examiner:** **Good evening. How may I help you?**

**Candidate:** (1) Greet the restaurant manager. Provide details about the event and express your dissatisfaction with the poor service.

**Examiner:** **I’m very sorry about this. What didn’t you like about the service?**

**Candidate:** (2) Complain about the disorganised service and how this was inconvenient to you and your friends.

**Examiner:** **Did you tell your waiter about this?**

**Candidate:** (3) Describe how the waiter reacted to your complaints.

**Examiner:** **I’m sorry you had this experience. How can we make it up to you?**

**Candidate:** (4) Suggest what could be done to make up for what happened and give a reason.

**Examiner:** **Yes, I see your point but I’m afraid that we cannot do that right now.**

**Candidate:** (5) Persuade the manager to compensate you immediately and explain why.

**Examiner:** **We will need to contact you again for more information. Is this OK?**

**Candidate:** (6) Reply accordingly and indicate the time when you may be contacted.

**Examiner:** **Thank you.**

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**MAY 2013 SESSION**

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**SUBJECT: English Language**

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

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**(10 marks)**

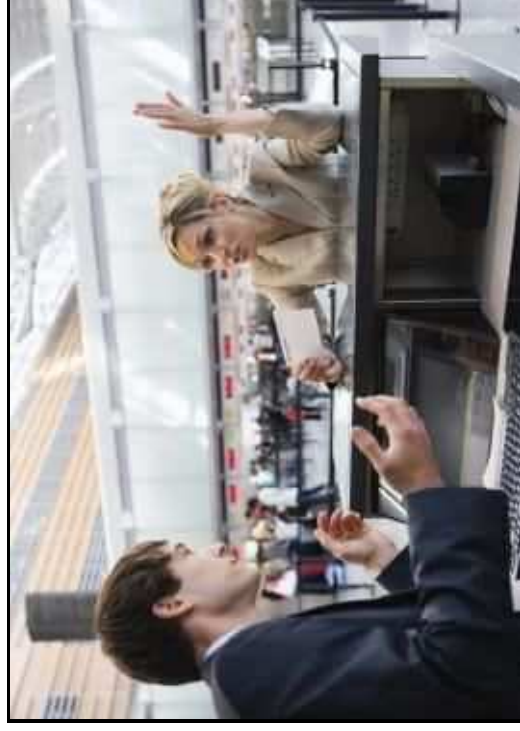
**CANDIDATE'S PAPER**

**SESSION 1A**

Look at these two pictures which will help you talk about **shopping**.



(1)



(2)

MATRICULATION AND SECONDARY EDUCATION CERTIFICATE EXAMINATIONS BOARD  
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**MAY 2013 SESSION**

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

---

**CONVERSATION – ROLE PLAY 1A**

**CANDIDATE'S PAPER**

**(10 marks)**

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

**SITUATION:**

When in Valletta, you discover that your wallet is missing. You go to the nearest police station.

In this situation, the Examiner will play the role of the police officer and you will file a report.

**Examiner:**

**Candidate:** (1) Greet the police officer. State your reason for calling at the police station, adding details of the time and place where you think the wallet went missing.

**Examiner:**

**Candidate:** (2) Describe your wallet in detail, as well as its contents and the amount of cash it contained.

**Examiner:**

**Candidate:** (3) Talk about one particular item in the wallet and explain its importance to you.

**Examiner:**

**Candidate:** (4) Reply in the negative and describe your immediate reaction upon discovering that your wallet went missing.

**Examiner:**

**Candidate:** (5) Protest and persuade the police officer to see to the matter right away.

**Examiner:**

**Candidate:** (6) Reply accordingly by indicating where you may be contacted tomorrow afternoon.

**PLEASE HAND BACK THE SHEET**



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**SUBJECT:** English Language

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

(10 marks)

**CANDIDATE'S PAPER**

**SESSION 1B**

Look at these two pictures which will help you talk about **shopping**.



(1)



(2)

MATRICULATION AND SECONDARY EDUCATION CERTIFICATE EXAMINATIONS BOARD  
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SUBJECT: **English Language**  
PAPER NUMBER: I - Part 1 (c) Conversation – Role Play

---

**CONVERSATION – ROLE PLAY 1B**

**CANDIDATE'S PAPER**

**(10 marks)**

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

**SITUATION:**

You have just been to a restaurant with all your friends to celebrate a happy occasion. Unfortunately, the service was not up to standard and you call the manager to complain.

In this situation, the Examiner will play the role of the restaurant manager and you will report the complaint.

**Examiner:**

**Candidate:** (1) Greet the restaurant manager. Provide details about the event and express your dissatisfaction with the poor service.

**Examiner:**

**Candidate:** (2) Complain about the disorganised service and how this was inconvenient to you and your friends.

**Examiner:**

**Candidate:** (3) Describe how the waiter reacted to your complaints.

**Examiner:**

**Candidate:** (4) Suggest what could be done to make up for what happened and give a reason.

**Examiner:**

**Candidate:** (5) Persuade the manager to compensate you immediately and explain why.

**Examiner:**

**Candidate:** (6) Reply accordingly and indicate the time when you may be contacted.

**PLEASE HAND BACK THE SHEET**

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

---

**EXAMINER'S PAPER**

**(10 marks)**

**INSTRUCTIONS TO EXAMINERS**

- **Greet the candidate and hand out the candidate's paper.**
- **Ask all candidates the questions in Set 1.**
- **Ask all candidates a minimum of four questions of your choice from Set 2.**
- **Each time, choose a different combination of four questions from the list so that, by the end of the examination, all the questions in this set will have been used.**
- **If the candidate's responses are brief, ask further questions from Set 2 to ensure that the candidate is engaged in conversation long enough (approximately 5 minutes) to enable you to make a more accurate and fair assessment of their speaking skills.**
- **When the candidate is ready, collect the candidate's paper.**

**Do not rephrase questions or improvise.**

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

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

**CONVERSATION PROMPTS**

**SESSION 2**

**MEETING PEOPLE**

**Set 1**

1. Look at the two pictures. Tell me what is happening in these two pictures.
2. How are these people feeling?
3. Why do some people enjoy meeting up with friends?

**Set 2**

1. Where do people your age generally meet during the weekend? (Why?)
2. Do you believe that first impressions count? (Why? / Why not?)
3. Have you ever met a celebrity? (If yes, who and where? / If no, who would you like to meet?)
4. What do you generally remember about people that you have just met? (Why is that?)
5. What can one do to meet new people?
6. Do you like reunions to meet up with old friends? (Why? / Why not?)
7. Do you find it easy to meet new people? (Why is that?)
8. How do you think people feel on the first day of school or work? (Why is that?)
9. Are interviews a good way to meet your employer? (Why? / Why not?)
10. Would you consider joining a youth/sports club to meet new people? (Why? / Why not?)

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**MAY 2013 SESSION**

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

---

**CONVERSATION – ROLE PLAY 2A**

**EXAMINER'S PAPER**

**(10 marks)**

**INSTRUCTIONS TO EXAMINERS**

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

**Explain to the Candidate:**

You are not too happy with some sportswear you bought in a hurry. You go back to the shop to change it.

In this situation, I will play the role of the sales assistant and you want to change the sportswear.

**Examiner:** **Good morning. How may I help you?**

**Candidate:** (1) Greet the sales assistant. State your reason for calling at the shop, adding details of when you purchased the sportswear.

**Examiner:** **Can you describe the items please?**

**Candidate:** (2) Give a detailed description of two items of sportswear and your reason for wanting to change them.

**Examiner:** **Do you still have the receipt?**

**Candidate:** (3) Reply in the negative and explain why you do not have a receipt.

**Examiner:** **Do you, at least, remember the sales assistant who served you?**

**Candidate:** (4) Reply in the affirmative and give a description of the sales assistant.

**Examiner:** **OK. You may change the items but I need to let the manager know first. You will have to come to the shop again.**

**Candidate:** (5) Disagree and persuade the sales assistant that you need to change the sportswear now. Explain why.

**Examiner:** **I will need to contact you again sometime this evening. Is this OK?**

**Candidate:** (6) Reply in the negative and indicate an alternative time when you may be contacted.

**Examiner:** **Thank you.**

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**SECONDARY EDUCATION CERTIFICATE LEVEL**

**MAY 2013 SESSION**

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

---

**CONVERSATION – ROLE PLAY 2B**

**EXAMINER'S PAPER**

**(10 marks)**

**INSTRUCTIONS TO EXAMINERS**

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

**Explain to the Candidate:**

You have just attended a music festival with your friends. Unfortunately, it was badly organised, especially the booking arrangements, and you want to complain to the event organiser.

In this situation, I will play the role of the event organiser and you will report the complaint.

**Examiner:** **Good morning. How may I help you?**

**Candidate:** (1) Greet the event organiser. Provide details about the concert and express your dissatisfaction with the organisation of the event.

**Examiner:** **I'm very sorry about this. What went wrong?**

**Candidate:** (2) Complain about the poor organisation of the booking and say how this ruined the event for you and your friends.

**Examiner:** **Did you tell the concert personnel about this?**

**Candidate:** (3) Describe how the concert personnel reacted to your complaints.

**Examiner:** **I am sorry you had this experience. I would like to offer you free tickets to an opera as compensation.**

**Candidate:** (4) Refuse the offer of free tickets to an opera. Insist on getting your money back and give a reason.

**Examiner:** **I'm afraid that is going to be difficult because we need to cover expenses.**

**Candidate:** (5) Persuade the event organiser to compensate you immediately and explain why.

**Examiner:** **We will need to contact you again sometime tomorrow morning for more information. Is this OK?**

**Candidate:** (6) Reply accordingly by indicating where you may be contacted tomorrow morning.

**Examiner:** **Thank you.**

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

MATRICULATION AND SECONDARY EDUCATION CERTIFICATE EXAMINATIONS BOARD  
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MAY 2013 SESSION

---

**SUBJECT:** English Language

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

---

(10 marks)

**CANDIDATE'S PAPER**

**SESSION 2A**

Look at these two pictures which will help you talk about **meeting people**.



(1)



(2)

MATRICULATION AND SECONDARY EDUCATION CERTIFICATE EXAMINATIONS BOARD  
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SUBJECT: **English Language**  
PAPER NUMBER: I - Part 1 (c) Conversation – Role Play

---

**CONVERSATION – ROLE PLAY 2A**

**CANDIDATE'S PAPER**

**(10 marks)**

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

**SITUATION:**

You are not too happy with some sportswear you bought in a hurry. You go back to the shop to change it.

In this situation, the Examiner will play the role of the sales assistant and you want to change the sportswear.

**Examiner:**

**Candidate:** (1) Greet the sales assistant. State your reason for calling at the shop, adding details of when you purchased the sportswear.

**Examiner:**

**Candidate:** (2) Give a detailed description of two items of sportswear and your reason for wanting to change them.

**Examiner:**

**Candidate:** (3) Reply in the negative and explain why you do not have a receipt.

**Examiner:**

**Candidate:** (4) Reply in the affirmative and give a description of the sales assistant.

**Examiner:**

**Candidate:** (5) Disagree and persuade the sales assistant that you need to change the sportswear now. Explain why.

**Examiner:**

**Candidate:** (6) Reply in the negative and indicate an alternative time when you may be contacted.

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SUBJECT: **English Language**

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

---

**(10 marks)**

**CANDIDATE'S PAPER**

**SESSION 2B**

Look at these two pictures which will help you talk about **meeting people**.



(1)



(2)



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

---

**CONVERSATION – ROLE PLAY 2B**

**CANDIDATE’S PAPER**

**(10 marks)**

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

**SITUATION:**

You have just attended a music festival with your friends. Unfortunately, it was badly organised, especially the booking arrangements, and you want to complain to the event organiser.

In this situation, the Examiner will play the role of the event organiser and you will report the complaint.

**Examiner:**

**Candidate:** (1) Greet the event organiser. Provide details about the concert and express your dissatisfaction with the organisation of the event.

**Examiner:**

**Candidate:** (2) Complain about the poor organisation of the booking and say how this ruined the event for you and your friends.

**Examiner:**

**Candidate:** (3) Describe how the concert personnel reacted to your complaints.

**Examiner:**

**Candidate:** (4) Refuse the offer of free tickets to an opera. Insist on getting your money back and give a reason.

**Examiner:**

**Candidate:** (5) Persuade the event organiser to compensate you immediately and explain why.

**Examiner:**

**Candidate:** (6) Reply accordingly by indicating where you may be contacted tomorrow morning.

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

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**EXAMINER'S PAPER**

**(10 marks)**

**INSTRUCTIONS TO EXAMINERS**

- Greet the candidate and hand out the candidate's paper.
- Ask all candidates the questions in Set 1.
- Ask all candidates a minimum of four questions of your choice from Set 2.
- Each time, choose a different combination of four questions from the list so that, by the end of the examination, all the questions in this set will have been used.
- If the candidate's responses are brief, ask further questions from Set 2 to ensure that the candidate is engaged in conversation long enough (approximately 5 minutes) to enable you to make a more accurate and fair assessment of their speaking skills.
- When the candidate is ready, collect the candidate's paper.

**Do not rephrase questions or improvise.**

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

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

**CONVERSATION PROMPTS**

**SESSION 3**

**STUDYING**

**Set 1**

1. Look at the two pictures. Tell me what is happening in these two pictures.
2. How are these people feeling?
3. Why do some people enjoy studying with friends?

**Set 2**

1. Do you like studying? (Why? / Why not?)
2. Do you use the Internet to help you with school work? (If yes, how? / If no, why not?)
3. Do you prefer doing your revision alone or with friends? (Why?)
4. Are you an organised person in your school work? (If yes, in what ways? / If no, why not?)
5. Do you have a favourite place where to study at home? (If yes, describe it. / If no, why not?)
6. What helps you remember what you study?
7. Do you agree with studying by heart? (Why? / Why not?)
8. Are exams important? (Why? / Why not?)
9. What do you think of coursework? (Why is that?)
10. Do you think that homework is necessary? (If yes, why? / If no, why not?)

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**SECONDARY EDUCATION CERTIFICATE LEVEL**

**MAY 2013 SESSION**

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

---

**CONVERSATION – ROLE PLAY 3A**

**EXAMINER'S PAPER**

**(10 marks)**

**INSTRUCTIONS TO EXAMINERS**

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

**Explain to the Candidate:**

After training, you go back to the changing room of the local sports centre and you discover that your locker has been forced open and your sports bag is gone. You go to report the theft to the gym manager.

In this situation, I will play the role of the gym manager and you will report the theft.

**Examiner:** **Good afternoon. How may I help you?**

**Candidate:** (1) Greet the gym manager. State your reason for calling at his/her office, adding details of when you think the theft happened.

**Examiner:** **Can you describe your sports bag, please?**

**Candidate:** (2) Describe your sports bag as well as its contents in detail.

**Examiner:** **Was there anything in the sports bag that was particularly important to you?**

**Candidate:** (3) Talk about one particular item in the sports bag and explain its importance to you.

**Examiner:** **Did you notice anyone in particular around the lockers at that time?**

**Candidate:** (4) Reply in the negative and describe your immediate reaction upon discovering the open locker and your sports bag gone.

**Examiner:** **I will try to help you but this might take a while.**

**Candidate:** (5) Protest and persuade the gym manager to see to the matter right away.

**Examiner:** **Alright. I will pass on the report to my colleague who will probably contact you sometime next week. Is this OK?**

**Candidate:** (6) Reply accordingly by indicating where you may be contacted the following week.

**Examiner:** **Thank you.**

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**SECONDARY EDUCATION CERTIFICATE LEVEL**

**MAY 2013 SESSION**

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

---

**CONVERSATION – ROLE PLAY 3B**

**EXAMINER'S PAPER**

**(10 marks)**

**INSTRUCTIONS TO EXAMINERS**

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

**You may repeat the question to the candidate but do not improvise any questions.**

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

**Explain to the Candidate:**

You have just spent a weekend at a youth hostel with your friends. Unfortunately, the accommodation at this hostel was not up to standard and you complain to the manager.

In this situation, I will play the role of the hostel manager and you will report the complaint.

**Examiner: Good morning. How may I help you?**

**Candidate:** (1) Greet the hostel manager. Provide information about the group booking and express your dissatisfaction with the hostel accommodation.

**Examiner: I'm very sorry about this. What didn't you like about the accommodation?**

**Candidate:** (2) Complain about the size and cleanliness of the room and say how this was inconvenient to you and your friends.

**Examiner: Did you tell the receptionist about this?**

**Candidate:** (3) Describe how the receptionist reacted to your complaints.

**Examiner: I am sorry you had this experience. How can we make it up to you?**

**Candidate:** (4) Suggest what could be done to make up for what happened and give a reason.

**Examiner: Yes, I see your point but I'm afraid that we cannot do that right now.**

**Candidate:** (5) Persuade the manager to compensate you immediately and explain why.

**Examiner: We will need to contact you again for more information. Is this OK?**

**Candidate:** (6) Reply accordingly and indicate the time when you may be contacted.

**Examiner: Thank you.**

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**MAY 2013 SESSION**

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**SUBJECT: English Language**

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

---

**(10 marks)**

**CANDIDATE'S PAPER**

**SESSION 3A**

Look at these two pictures which will help you talk about **studying**.



(1)



(2)

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

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**CONVERSATION – ROLE PLAY 3A**

**CANDIDATE’S PAPER**

**(10 marks)**

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

**SITUATION:**

After training, you go back to the changing room of the local sports centre and you discover that your locker has been forced open and your sports bag is gone. You go to report the theft to the gym manager.

In this situation, the Examiner will play the role of the gym manager and you will report the theft.

**Examiner:**

**Candidate:** (1) Greet the gym manager. State your reason for calling at his/her office, adding details of when you think the theft happened.

**Examiner:**

**Candidate:** (2) Describe your sports bag as well as its contents in detail.

**Examiner:**

**Candidate:** (3) Talk about one particular item in the sports bag and explain its importance to you.

**Examiner:**

**Candidate:** (4) Reply in the negative and describe your immediate reaction upon discovering the open locker and your sports bag gone.

**Examiner:**

**Candidate:** (5) Protest and persuade the gym manager to see to the matter right away.

**Examiner:**

**Candidate:** (6) Reply accordingly by indicating where you may be contacted the following week.

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**SUBJECT: English Language**

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

---

**(10 marks)**

**CANDIDATE'S PAPER**

**SESSION 3B**

Look at these two pictures which will help you talk about **studying**.



(1)



(2)

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

**CANDIDATE’S PAPER**

**(10 marks)**

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

**SITUATION:**

You have just spent a weekend at a youth hostel with your friends. Unfortunately, the accommodation at this hostel was not up to standard and you complain to the manager.

In this situation, the Examiner will play the role of the hostel manager and you will report the complaint.

**Examiner:**

**Candidate:** (1) Greet the hostel manager. Provide information about the group booking and express your dissatisfaction with the hostel accommodation.

**Examiner:**

**Candidate:** (2) Complain about the size and cleanliness of the room and say how this was inconvenient to you and your friends.

**Examiner:**

**Candidate:** (3) Describe how the receptionist reacted to your complaints.

**Examiner:**

**Candidate:** (4) Suggest what could be done to make up for what happened and give a reason.

**Examiner:**

**Candidate:** (5) Persuade the manager to compensate you immediately and explain why.

**Examiner:**

**Candidate:** (6) Reply accordingly and indicate the time when you may be contacted.

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SUBJECT: **English Language**  
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**EXAMINER'S PAPER**

**(10 marks)**

**INSTRUCTIONS TO EXAMINERS**

- **Greet the candidate and hand out the candidate's paper.**
- **Ask all candidates the questions in Set 1.**
- **Ask all candidates a minimum of four questions of your choice from Set 2.**
- **Each time, choose a different combination of four questions from the list so that, by the end of the examination, all the questions in this set will have been used.**
- **If the candidate's responses are brief, ask further questions from Set 2 to ensure that the candidate is engaged in conversation long enough (approximately 5 minutes) to enable you to make a more accurate and fair assessment of their speaking skills.**
- **When the candidate is ready, collect the candidate's paper.**

**Do not rephrase questions or improvise.**

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

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

**CONVERSATION PROMPTS**

**SESSION 4**

**GOING PLACES**

**Set 1**

1. Look at the two pictures. Tell me what is happening in these two pictures.
2. How are these people feeling?
3. Why do some people enjoy travelling abroad?

**Set 2**

1. Why do some people prefer to catch a bus?
2. What are some problems of travelling nowadays?
3. What are some advantages of school trips?
4. Where do you go to unwind after a whole day at school or at work? (Why?)
5. Who is your preferred travel companion? (Why?)
6. Is travelling expensive? (Why? / Why not?)
7. Which is more convenient? Going around by car or on foot? (Why?)
8. Which is your preferred means of transport? (Why is that?)
9. How do you get to school or to your place of work?
10. What are some problems a person might face when travelling to school or to work?

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

---

**CONVERSATION – ROLE PLAY 4A**

**EXAMINER'S PAPER**

**(10 marks)**

**INSTRUCTIONS TO EXAMINERS**

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

**Explain to the Candidate:**

You are not too happy with a bag you bought in a hurry. You go back to the shop to change it.

In this situation, I will play the role of the sales assistant and you want to change the bag.

**Examiner:** **Good morning. How may I help you?**

**Candidate:** (1) Greet the sales assistant. State your reason for calling at the shop again, adding details of when you purchased the item.

**Examiner:** **Can you describe your bag, please?**

**Candidate:** (2) Give a detailed description of the bag and your reason for wanting to change it.

**Examiner:** **Do you still have the receipt?**

**Candidate:** (3) Reply in the negative and explain why you do not have a receipt.

**Examiner:** **Do you, at least, remember the sales assistant who served you?**

**Candidate:** (4) Reply in the affirmative and give a description of the sales assistant.

**Examiner:** **OK. You may change the bag but I need to let the manager know first. You will have to come to the shop again.**

**Candidate:** (5) Disagree and persuade the sales assistant that you need to change the bag now. Explain why.

**Examiner:** **I will need to contact you again sometime tomorrow. Is this OK?**

**Candidate:** (6) Reply in the negative and indicate an alternative time when you may be contacted.

**Examiner:** **Thank you.**

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

**EXAMINER'S PAPER**

**(10 marks)**

**INSTRUCTIONS TO EXAMINERS**

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

**Explain to the Candidate:**

You have just attended a national youth meeting with your friends. Unfortunately, it was all badly organised, especially the transport arrangement, and you want to complain to the event organiser.

In this situation, I will play the role of the event organiser and you will report the complaint.

**Examiner: Good morning. How may I help you?**

**Candidate:** (1) Greet the event organiser. Provide details about the youth meeting and express your dissatisfaction with the organisation of the event.

**Examiner: I'm very sorry about this. What went wrong?**

**Candidate:** (2) Complain about the poor transport organisation and say what happened to you and your friends as a result of this.

**Examiner: Did you tell the event personnel about this?**

**Candidate:** (3) Describe how the event personnel reacted to your complaints.

**Examiner: I'm sorry you had this experience. I would like to offer you all free transport to next year's youth meeting.**

**Candidate:** (4) Refuse the offer of free transport to next year's youth meeting. Insist on getting your money back and give a reason.

**Examiner: I'm afraid that is going to be difficult because we do not give money back as compensation.**

**Candidate:** (5) Persuade the manager to compensate you immediately and explain why.

**Examiner: We will need to contact you again sometime tomorrow morning for more information. Is this OK?**

**Candidate:** (6) Reply accordingly by indicating where you may be contacted tomorrow morning.

**Examiner: Thank you.**

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**SUBJECT: English Language**

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

---

**(10 marks)**

**CANDIDATE'S PAPER**

**SESSION 4A**

Look at these two pictures which will help you talk about **going places**.



(1)



(2)

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

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**CONVERSATION – ROLE PLAY 4A**

**CANDIDATE'S PAPER**

**(10 marks)**

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

**SITUATION:**

You are not too happy with a bag you bought in a hurry. You go back to the shop to change it.

In this situation, the Examiner will play the role of the sales assistant and you want to change the bag.

**Examiner:**

**Candidate:** (1) Greet the sales assistant. State your reason for calling at the shop again, adding details of when you purchased the item.

**Examiner:**

**Candidate:** (2) Give a detailed description of the bag and your reason for wanting to change it.

**Examiner:**

**Candidate:** (3) Reply in the negative and explain why you do not have a receipt.

**Examiner:**

**Candidate:** (4) Reply in the affirmative and give a description of the sales assistant.

**Examiner:**

**Candidate:** (5) Disagree and persuade the sales assistant that you need to change the bag now. Explain why.

**Examiner:**

**Candidate:** (6) Reply in the negative and indicate an alternative time when you may be contacted.

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SUBJECT: **English Language**

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

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**(10 marks)**

**CANDIDATE'S PAPER**

**SESSION 4B**

Look at these two pictures which will help you talk about **going places**.



(1)



(2)

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SUBJECT: **English Language**  
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---

**CONVERSATION – ROLE PLAY 4B**

**CANDIDATE’S PAPER**

**(10 marks)**

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

**SITUATION:**

You have just attended a national youth meeting with your friends. Unfortunately, it was all badly organised, especially the transport arrangement, and you want to complain to the event organiser.

In this situation, the Examiner will play the role of the event organiser and you will report the complaint.

**Examiner:**

**Candidate:** (1) Greet the event organiser. Provide details about the youth meeting and express your dissatisfaction with the organisation of the event.

**Examiner:**

**Candidate:** (2) Complain about the poor transport organisation and say what happened to you and your friends as a result of this.

**Examiner:**

**Candidate:** (3) Describe how the event personnel reacted to your complaints.

**Examiner:**

**Candidate:** (4) Refuse the offer of free transport to next year’s youth meeting. Insist on getting your money back and give a reason.

**Examiner:**

**Candidate:** (5) Persuade the manager to compensate you immediately and explain why.

**Examiner:**

**Candidate:** (6) Reply accordingly by indicating where you may be contacted tomorrow morning.

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

---

**EXAMINER'S PAPER**

**(10 marks)**

**INSTRUCTIONS TO EXAMINERS**

- **Greet the candidate and hand out the candidate's paper.**
- **Ask all candidates the questions in Set 1.**
- **Ask all candidates a minimum of four questions of your choice from Set 2.**
- **Each time, choose a different combination of four questions from the list so that, by the end of the examination, all the questions in this set will have been used.**
- **If the candidate's responses are brief, ask further questions from Set 2 to ensure that the candidate is engaged in conversation long enough (approximately 5 minutes) to enable you to make a more accurate and fair assessment of their speaking skills.**
- **When the candidate is ready, collect the candidate's paper.**

**Do not rephrase questions or improvise.**

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

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

**CONVERSATION PROMPTS**

**SESSION 5**

**PLAYING GAMES**

**Set 1**

1. Look at the two pictures. Tell me what is happening in these two pictures.
2. How are these people feeling?
3. Why do some people enjoy playing games?

**Set 2**

1. Are you a bad loser? In what way?
2. Do you practise any sports? (If yes, which? / If no, why not?)
3. Do you prefer outdoor or indoor games? (Why?)
4. What makes a winner?
5. Do you prefer to play a sport or to watch it on TV? (Why?)
6. What are the advantages of playing in a team?
7. Do you play any board games? (Why? / Why not?)
8. What are some benefits of sports?
9. Which are the most popular games amongst people your age?
10. What are some disadvantages of playing games on the computer?



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

---

**CONVERSATION – ROLE PLAY 5A**

**EXAMINER'S PAPER**

**(10 marks)**

**INSTRUCTIONS TO EXAMINERS**

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

**Explain to the Candidate:**

You are at the beach club and you go back to your sunbed after a swim, only to discover that your beach bag is missing. You go to the beach club security office to report the theft of your beach bag.

In this situation, I will play the role of the beach club security officer and you will report the theft.

**Examiner: Good morning. How may I help you?**

**Candidate:** (1) Greet the beach club security officer. State your reason for wanting to speak to him/her, adding details of where your sunbed was.

**Examiner: Can you describe your beach bag, please?**

**Candidate:** (2) Describe your beach bag as well as its contents in detail.

**Examiner: Thank you. Was there anything in your beach bag that was particularly valuable to you?**

**Candidate:** (3) Talk about one particular item in your beach bag and explain its importance to you.

**Examiner: Did you notice anyone in particular around your sunbed at that time?**

**Candidate:** (4) Reply in the negative and describe your immediate reaction upon discovering that your beach bag was missing.

**Examiner: I will try to help you but this might take a while.**

**Candidate:** (5) Protest and persuade the security officer to see to the matter right away.

**Examiner: Alright. I will pass on the report to my colleague who will probably contact you sometime during the weekend. Is this OK?**

**Candidate:** (6) Reply accordingly by indicating where you may be contacted during the weekend.

**Examiner: Thank you.**

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

---

**CONVERSATION – ROLE PLAY 5B**

**EXAMINER'S PAPER**

**(10 marks)**

**INSTRUCTIONS TO EXAMINERS**

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

**Explain to the Candidate:**

You have just been to a school leaving party in a hotel with your friends. Unfortunately, the service provided was not up to standard and you go to the manager of the hotel to complain.

In this situation, I will play the role of the hotel manager and you will complain about the organisation of the party.

**Examiner: Good morning. How may I help you?**

**Candidate:** (1) Greet the hotel manager. Provide information about the school leaving party and express your dissatisfaction with the way it was organised by the hotel.

**Examiner: I'm very sorry about this. What didn't you like about the party?**

**Candidate:** (2) Complain in particular about the food and drink provided and say how this was unsatisfactory to you and your friends.

**Examiner: Did you tell the waiters about this?**

**Candidate:** (3) Describe how the waiters reacted to your complaints.

**Examiner: I'm sorry you had this experience. How can we make it up to you?**

**Candidate:** (4) Suggest what could be done to make up for what happened and give a reason.

**Examiner: Yes, I see your point but I'm afraid that we cannot do that right now.**

**Candidate:** (5) Persuade the manager to compensate you immediately and explain why.

**Examiner: We will need to contact you again tomorrow morning for more information. Is this OK?**

**Candidate:** (6) Reply accordingly and indicate the time when you may be contacted.

**Examiner: Thank you.**

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**SUBJECT:** English Language

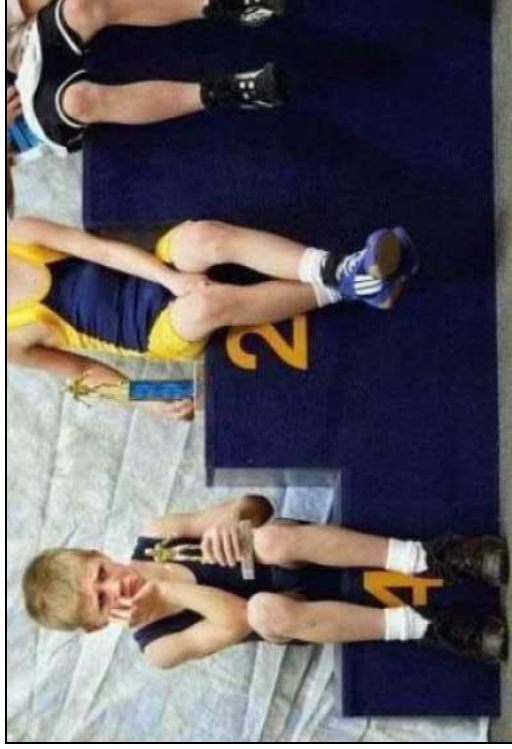
**PAPER NUMBER:** I - Part 1 (b) Conversation – Visual Prompt

(10 marks)

**CANDIDATE'S PAPER**

**SESSION 5A**

Look at these two pictures which will help you talk about playing games.



(1)



(2)

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

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**CONVERSATION – ROLE PLAY 5A**

**CANDIDATE'S PAPER**

**(10 marks)**

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

**SITUATION:**

You are at the beach club and you go back to your sunbed after a swim, only to discover that your beach bag is missing. You go to the beach club security office to report the theft of your beach bag.

In this situation, the Examiner will play the role of the beach club security officer and you will report the theft.

**Examiner:**

**Candidate:** (1) Greet the beach club security officer. State your reason for wanting to speak to him/her, adding details of where your sunbed was.

**Examiner:**

**Candidate:** (2) Describe your beach bag as well as its contents in detail.

**Examiner:**

**Candidate:** (3) Talk about one particular item in your beach bag and explain its importance to you.

**Examiner:**

**Candidate:** (4) Reply in the negative and describe your immediate reaction upon discovering that your beach bag was missing.

**Examiner:**

**Candidate:** (5) Protest and persuade the security officer to see to the matter right away.

**Examiner:**

**Candidate:** (6) Reply accordingly by indicating where you may be contacted during the weekend.

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MAY 2013 SESSION

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**SUBJECT:** English Language

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

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(10 marks)

**CANDIDATE'S PAPER**

**SESSION 5B**

Look at these two pictures which will help you talk about **playing games**.



(1)



(2)

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

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**CONVERSATION – ROLE PLAY 5B**

**CANDIDATE'S PAPER**

**(10 marks)**

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

**SITUATION:**

You have just been to a school leaving party in a hotel with your friends. Unfortunately, the service provided was not up to standard and you go to the manager of the hotel to complain.

In this situation, the Examiner will play the role of the hotel manager and you will complain about the organisation of the party.

**Examiner:**

**Candidate:** (1) Greet the hotel manager. Provide information about the school leaving party and express your dissatisfaction with the way it was organised by the hotel.

**Examiner:**

**Candidate:** (2) Complain in particular about the food and drink provided and say how this was unsatisfactory to you and your friends.

**Examiner:**

**Candidate:** (3) Describe how the waiters reacted to your complaints.

**Examiner:**

**Candidate:** (4) Suggest what could be done to make up for what happened and give a reason.

**Examiner:**

**Candidate:** (5) Persuade the manager to compensate you immediately and explain why.

**Examiner:**

**Candidate:** (6) Reply accordingly and indicate the time when you may be contacted.

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UNIVERSITY OF MALTA, MSIDA  
**SECONDARY EDUCATION CERTIFICATE LEVEL**  
**MAY 2013 SESSION**

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

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**EXAMINER'S PAPER**

**(10 marks)**

**INSTRUCTIONS TO EXAMINERS**

- **Greet the candidate and hand out the candidate's paper.**
- **Ask all candidates the questions in Set 1.**
- **Ask all candidates a minimum of four questions of your choice from Set 2.**
- **Each time, choose a different combination of four questions from the list so that, by the end of the examination, all the questions in this set will have been used.**
- **If the candidate's responses are brief, ask further questions from Set 2 to ensure that the candidate is engaged in conversation long enough (approximately 5 minutes) to enable you to make a more accurate and fair assessment of their speaking skills.**
- **When the candidate is ready, collect the candidate's paper.**

**Do not rephrase questions or improvise.**

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

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

**CONVERSATION PROMPTS**

**SESSION 6**

**READING**

**Set 1**

1. Look at the two pictures. Tell me what is happening in these two pictures.
2. How are these people feeling?
3. Why do some people enjoy reading a book for leisure?

**Set 2**

1. Why is reading important?
2. What types of book do you like to read? (Why is that?)
3. Do you borrow books from a library? (Why? / Why not?)
4. What do you consider when you choose a book to read?
5. What do you think of book clubs?
6. In which language do you prefer to read? (Why is that?)
7. Do you have a favourite author? (If yes, who? / If no, why not?)
8. Do you like to buy second-hand books? (Why? / Why not?)
9. Do you like to read biographies? (Why? / Why not?)
10. What distracts you easily when you are reading?

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

**SECONDARY EDUCATION CERTIFICATE LEVEL**

**MAY 2013 SESSION**

---

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

---

**CONVERSATION – ROLE PLAY 6A**

**EXAMINER'S PAPER**

**(10 marks)**

**INSTRUCTIONS TO EXAMINERS**

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

**Explain to the Candidate:**

You are not too happy with some shoes you bought in a hurry. You go back to the shop to change them.

In this situation, I will play the role of the sales assistant and you want to change the shoes.

**Examiner: Good morning. How may I help you?**

**Candidate:** (1) Greet the sales assistant. State your reason for calling again at the shop, adding details of when you purchased the shoes.

**Examiner: Can you describe the shoes please?**

**Candidate:** (2) Give a description of the shoes and your reason for wanting to change them.

**Examiner: Do you still have the receipt?**

**Candidate:** (3) Reply in the negative and explain why you do not have a receipt.

**Examiner: Do you, at least, remember the sales assistant who served you?**

**Candidate:** (4) Reply in the affirmative and give a description of the sales assistant.

**Examiner: OK. You may change the items but I need to let the manager know first. You will have to come to the shop again.**

**Candidate:** (5) Disagree and persuade the sales assistant that you need to change the shoes now. Explain why.

**Examiner: I will need to contact you sometime this evening. Is this OK?**

**Candidate:** (6) Reply in the negative and indicate an alternative time when you may be contacted.

**Examiner: Thank you.**

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



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

**SECONDARY EDUCATION CERTIFICATE LEVEL**

**MAY 2013 SESSION**

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

---

**CONVERSATION – ROLE PLAY 6B**

**EXAMINER'S PAPER**

**(10 marks)**

**INSTRUCTIONS TO EXAMINERS**

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

**Explain to the Candidate:**

You have just been to a party at a beach club with your friends. Unfortunately, it was badly organised and the music and lights provided were not up to standard. You want to complain to the event organiser.

In this situation, I will play the role of the event organiser and you will report the complaint.

**Examiner: Good morning. How may I help you?**

**Candidate:** (1) Greet the event organiser. Provide information about the party at the beach club and express your dissatisfaction with the organisation.

**Examiner: I'm very sorry about this. What went wrong?**

**Candidate:** (2) Complain about the music and lights at the beach club and say how this spoiled the evening for you and your friends.

**Examiner: Did you tell the beach party personnel about this?**

**Candidate:** (3) Describe how the beach party personnel reacted to your complaints.

**Examiner: I'm sorry that you had this experience. I would like to offer you free tickets to another party.**

**Candidate:** (4) Refuse the free tickets to another party as compensation. Insist on getting your money back and give a reason.

**Examiner: I'm afraid that is going to be difficult because the money went towards the equipment.**

**Candidate:** (5) Persuade the manager to compensate you immediately and explain why.

**Examiner: We will need to contact you again tomorrow morning for more information. Is this OK?**

**Candidate:** (6) Reply accordingly by indicating where you may be contacted tomorrow morning.

**Examiner: Thank you.**

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

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

**SECONDARY EDUCATION CERTIFICATE LEVEL**

**MAY 2013 SESSION**

---

**SUBJECT: English Language**

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

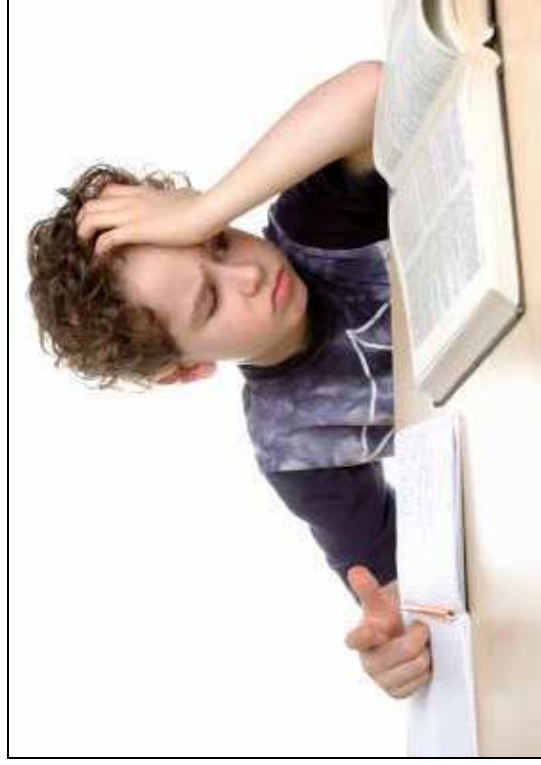
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**(10 marks)**

**CANDIDATE'S PAPER**

**SESSION 6A**

Look at these two pictures which will help you talk about **reading**.



(1)



(2)

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

**SECONDARY EDUCATION CERTIFICATE LEVEL**

**MAY 2013 SESSION**

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

---

**CONVERSATION – ROLE PLAY 6A**

**CANDIDATE'S PAPER**

**(10 marks)**

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

**SITUATION:**

You are not too happy with some shoes you bought in a hurry. You go back to the shop to change them.

In this situation, the Examiner will play the role of the sales assistant and you want to change the pair of shoes.

**Examiner:**

**Candidate:** (1) Greet the sales assistant. State your reason for calling again at the shop, adding details of when you purchased the shoes.

**Examiner:**

**Candidate:** (2) Give a description of the shoes and your reason for wanting to change them.

**Examiner:**

**Candidate:** (3) Reply in the negative and explain why you do not have a receipt.

**Examiner:**

**Candidate:** (4) Reply in the affirmative and give a description of the sales assistant.

**Examiner:**

**Candidate:** (5) Disagree and persuade the sales assistant that you need to change the shoes now. Explain why.

**Examiner:**

**Candidate:** (6) Reply in the negative and indicate an alternative time when you may be contacted.

**PLEASE HAND BACK THE SHEET**

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

**SECONDARY EDUCATION CERTIFICATE LEVEL**

**MAY 2013 SESSION**

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**SUBJECT: English Language**

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

---

**(10 marks)**

**CANDIDATE'S PAPER**

**SESSION 6B**

Look at these two pictures which will help you talk about **reading**.



(1)



(2)

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UNIVERSITY OF MALTA, MSIDA

**SECONDARY EDUCATION CERTIFICATE LEVEL**

**MAY 2013 SESSION**

---

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

---

**CONVERSATION – ROLE PLAY 6B**

**CANDIDATE'S PAPER**

**(10 marks)**

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

**SITUATION:**

You have just been to a party at a beach club with your friends. Unfortunately, it was badly organised and the music and lights provided were not up to standard. You want to complain to the event organiser.

In this situation, the Examiner will play the role of the event organiser and you will report the complaint.

**Examiner:**

**Candidate:** (1) Greet the event organiser. Provide information about the party at the beach club and express your dissatisfaction with the organisation.

**Examiner:**

**Candidate:** (2) Complain about the music and lights at the beach club and say how this spoiled the evening for you and your friends.

**Examiner:**

**Candidate:** (3) Describe how the beach party personnel reacted to your complaints.

**Examiner:**

**Candidate:** (4) Refuse the free tickets to another party as compensation. Insist on getting your money back and give a reason.

**Examiner:**

**Candidate:** (5) Persuade the manager to compensate you immediately and explain why.

**Examiner:**

**Candidate:** (6) Reply accordingly by indicating where you may be contacted tomorrow morning.

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

**SECONDARY EDUCATION CERTIFICATE LEVEL**

**MAY 2013 SESSION**

SUBJECT:	<b>English Language</b>	<b>TOTAL</b>
PAPER NUMBER:	I - Part 2: Language Use	
DATE:	23 <sup>rd</sup> April 2013	
TIME:	4:00 p.m. to 5:15 p.m.	

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

Singers, dancers and synchronised swimmers bowed (0) to a pet called Pudsey as Britain decided it found nothing more entertaining than seeing a teenage girl and her dog dancing (1) \_\_\_\_\_ its hind legs to the sound (2) \_\_\_\_\_ the *Mission Impossible* theme tune. The six-year-old dog turned on the awe factor as it leapt (3) \_\_\_\_\_ the judges' desk (4) \_\_\_\_\_ the final of the popular talent show, *Britain's Got Talent*. Its trainer, Ashleigh Butler, was overcome (5) \_\_\_\_\_ emotion as she said she was so proud (6) \_\_\_\_\_ Pudsey. As part of the routine, she led the dog (7) \_\_\_\_\_ the carpeted stage, whispering in its ear. In the final show, which brought the sixth series of the show (8) \_\_\_\_\_ a climax, Pudsey was (9) \_\_\_\_\_ the finalists in the competition, with lads singing ballads (10) \_\_\_\_\_ lost romances, and large dance troupes.

**2. Fill in the blanks with the COMPARATIVE or SUPERLATIVE form of the words in brackets. The first one has been done for you. (5 marks)**

The storyline could have been a little (0) more realistic (**realistic**), but it was the (1) \_\_\_\_\_ (**good**) musical I had ever seen. I was really impressed to hear some of the (2) \_\_\_\_\_ (**powerful**) voices in the country. The new actor has a (3) \_\_\_\_\_ (**good**) voice than the previous one. At sixteen, he is now the (4) \_\_\_\_\_ (**young**) member of the cast. The villain in the play is the one whose voice I liked (5) \_\_\_\_\_ (**little**), but I think he is (6) \_\_\_\_\_ (**attractive**) than the main actor. My (7) \_\_\_\_\_ (**old**) brother, Lucas, thought it was the (8) \_\_\_\_\_ (**crazy**) show he had ever seen and was glad when it was over. I was even (9) \_\_\_\_\_ (**happy**) as I had not been feeling well and was beginning to feel (10) \_\_\_\_\_ (**bad**).

**DO NOT WRITE IN THIS SPACE****3. Underline the best answer from the options in brackets.****(5 marks)**

There were (1) (**plenty, quite a few, a lot**) people at the reception yesterday. It turned out that I knew (2) (**much, any, several**) of them. I managed to speak to (3) (**enough, many, little**) of them, but I spent (4) (**plenty, none, most**) of my time talking to an old school friend of mine whom I had not seen in years. He told me that (5) (**none, much, any**) of our school classmates had kept in touch with him. There was (6) (**a lot, several, many**) of food at the reception, but unfortunately there weren't (7) (**not much, any, some**) hot drinks. I didn't have (8) (**none, anything, plenty**) to eat because I wasn't hungry, so there was (9) (**every, none, little**) point in staying and I left early. I noticed that (10) (**some, any, every**) people had already left before me.

**4. Fill in the blanks with the OPPOSITES of the words in brackets. The first one has been done for you. Use ONE word only.****(5 marks)**

Wayne (0) *politely* (**rudely**) asked Karen to go to the cinema with him last Friday. She (1)\_\_\_\_\_ (**declined**) immediately because she (2)\_\_\_\_\_ (**detested**) him. According to him, the film was a very (3)\_\_\_\_\_ (**simple**) story about a (4)\_\_\_\_\_ (**wealthy**) family in which identical twins were involved in a (5)\_\_\_\_\_ (**petty**) crime. It was only at the end of the film that they were (6)\_\_\_\_\_ (**released**). Wayne, later in the evening, also suggested having dinner in a nearby Chinese restaurant with a (7)\_\_\_\_\_ (**limited**) selection of dishes. Karen hesitated for a moment before (8)\_\_\_\_\_ (**criticising**) this suggestion and was hugely (9)\_\_\_\_\_ (**disappointed**) by Wayne's (10)\_\_\_\_\_ (**stinginess**).

**5. Fill in the blanks to form COMPOUND WORDS. The first one has been done for you.****(5 marks)**

The fishermen were rowing home by (0) moonlight when they discovered the body of an old man which had washed up on the (1) sea\_\_\_\_\_. Detectives managed to identify him by his (2) finger\_\_\_\_\_, which matched those later lifted from a valuable watch he had given to a relative for (3) safe\_\_\_\_\_. He was seventy-year-old Pete Smith, who lived in a caravan on a nearby (4) camp\_\_\_\_\_. His daughter said that he had not left his home for months because he had been very ill and (5) bed\_\_\_\_\_ too. The disturbing news of the man's death spread like (6) wild\_\_\_\_\_ and his neighbours were (7) over\_\_\_\_\_ with emotion as they described their fondness for the man who had spent a (8) life\_\_\_\_\_ making (9) hand\_\_\_\_\_ wooden toys. The police are urgently appealing for any possible (10) eye\_\_\_\_\_ to come forward to help in the investigation.

**DO NOT WRITE IN THIS SPACE**

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

An ambitious plan (0) to drill (**drill**) through an Antarctic ice sheet to search for microbial life (1) \_\_\_\_\_ (**have**) to be abandoned last week because of a technical problem that occurred while scientists (2) \_\_\_\_\_ (**work**) on their project. They announced that they had to call off their attempt to reach Lake Ellsworth using a hot-water drill because they (3) \_\_\_\_\_ (**run**) out of both hot water and the fuel (4) \_\_\_\_\_ (**need**) to create a deep borehole. “Everyone on the site (5) \_\_\_\_\_ (**be**) disappointed that we cannot do what we came here to do. Now we (6) \_\_\_\_\_ (**concentrate**) on packing up,” Dr Hill said. “Although circumstances (7) \_\_\_\_\_ (**not work**) out as we would have wished, I am confident that through the huge efforts of the team, and our colleagues in the UK, we (8) \_\_\_\_\_ (**do**) as much as we possibly could. Once back in the UK, I (9) \_\_\_\_\_ (**gather**) our team to continue our efforts.” Another drilling attempt is expected to take place in two years’ time. By then, the drilling equipment (10) \_\_\_\_\_ (**be**) modified to work more efficiently.



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

Roads are often named after (0) famous (**fame**) residents such as Queen Victoria and Charles Darwin. Usually it is an honour bestowed on the most (1) \_\_\_\_\_ (**distinguish**) in order to give them (2) \_\_\_\_\_ (**mortal**). You do wonder, however, what people 100 years from now will make of streets such as Lara Croft Way in Derby, which is a (3) \_\_\_\_\_ (**commemorate**) of the videogame star of *Tomb Raider*. A plan is (4) \_\_\_\_\_ (**current**) being pushed through Dundee City Council to create a real-life Bash Street, named after the Bash Street Kids from *The Beano*, whose mischief and (5) \_\_\_\_\_ (**order**) behaviour have charmed readers for generations. And yet, such (6) \_\_\_\_\_ (**frivolous**) – which councillors seem to love for its (7) \_\_\_\_\_ (**public**) and potential for tourism – can be far better than some road names. Penny Lane in Liverpool, famous for its (8) \_\_\_\_\_ (**associate**) with The Beatles, actually commemorates the 18th-century slave trader James Penny, while Mosley Street in Manchester has (9) \_\_\_\_\_ (**connect**) with British fascist leader Oswald, although it was named after his family rather than him. Naming streets after fictional characters will not be so (10) \_\_\_\_\_ (**controversy**).





**DO NOT WRITE IN THIS SPACE**

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

Don't believe whoever says that the (0) password is dead. The password is not (1) \_\_\_\_\_ alive, but as important as (2) \_\_\_\_\_. We've been told time and (3) \_\_\_\_\_ how important it is to have tricky, unique passwords that are (4) \_\_\_\_\_ to no one but (5) \_\_\_\_\_. We should make them long and (6) \_\_\_\_\_ numbers and symbols to fool the fraudsters surfing the (7) \_\_\_\_\_ for access to our data. And we should always have (8) \_\_\_\_\_ passwords for each site, even though it is (9) \_\_\_\_\_ to (10) \_\_\_\_\_ many different passwords.

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

0. Somebody gave a talk on healthy eating yesterday.  
A talk on healthy eating was given yesterday.

1. Nutritionists have warned us about the dangers of fast food for years.

We \_\_\_\_\_  
\_\_\_\_\_.

2. Eating junk food leads to obesity and also unfitness.

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

3. Is the reason the fact that parents spend less time cooking healthy meals?

Could \_\_\_\_\_  
\_\_\_\_\_?

4. We have to change our diet in order to avoid problems later on.

If we do not \_\_\_\_\_  
\_\_\_\_\_.

5. "I am writing a new book on healthy eating," the nutritionist said.

The nutritionist said that \_\_\_\_\_  
\_\_\_\_\_.

MATRICULATION AND SECONDARY EDUCATION CERTIFICATE EXAMINATIONS BOARD  
UNIVERSITY OF MALTA, MSIDA**SECONDARY EDUCATION CERTIFICATE LEVEL****MAY 2013 SESSION**

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SUBJECT:	<b>English Language</b>
PAPER NUMBER:	IIA – Question 1
DATE:	24 <sup>th</sup> April 2013
TIME:	4:00 p.m. to 6:00 p.m.

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**WRITING TASK****(40 MARKS)****You are advised to:**

- **pay attention to vocabulary, grammar, paragraphing, layout, spelling and punctuation;**
- **keep your writing to the number of words indicated.**

**Write between 320 and 350 words on ONE of the following tasks:**

1. Write a short story entitled ‘The Unwelcome Passenger’ which will be published on the school website.
2. Write an article for your school magazine entitled ‘Learning English is more important than ever today’.
3. You are Sam Borg and you live at 43, Cypress Street, Rabat, RBT 1222. You have seen the following advertisement in a local newspaper:

**Young people needed to participate in an adventure reality show**

Write to: Matthea Abela, Reality Productions, 5, Sky Street, Mosta , MST 1121.

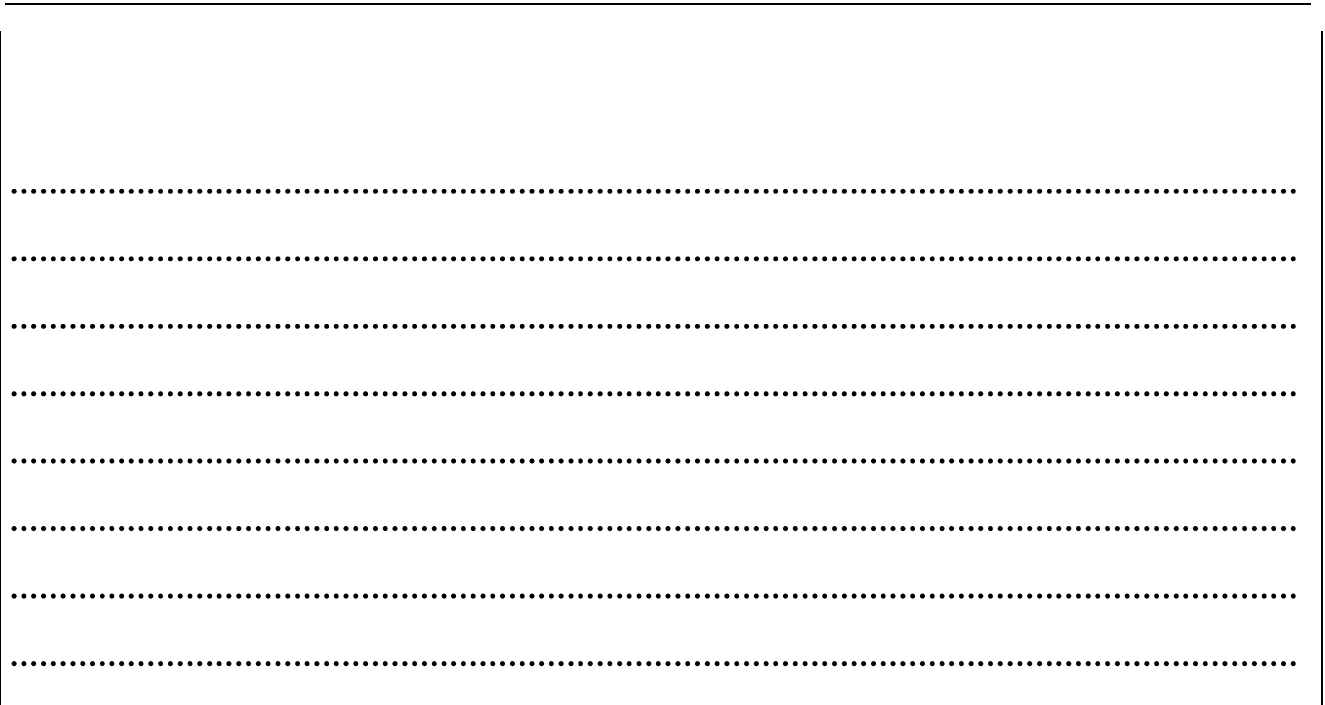
Write a letter to Matthea Abela explaining why you want to take part and why you think you will be a suitable participant for this reality show.



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The form consists of a large rectangular area enclosed by a thin black border. Inside this area, there are 20 horizontal dotted lines spaced evenly apart, providing a guide for handwriting. The lines extend across most of the width of the page, leaving small margins on the left and right sides.

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USE THIS SPACE TO PLAN YOUR WRITING

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

**SECONDARY EDUCATION CERTIFICATE LEVEL**

**MAY 2013 SESSION**

SUBJECT:	<b>English Language</b>	TOTAL
PAPER NUMBER:	IIA – Question 2	
DATE:	24 <sup>th</sup> April 2013	
TIME:	4:00 p.m. to 6:00 p.m.	

**READING COMPREHENSION**

**(50 MARKS)**

**PASSAGE 1**

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

**(25 marks)**

5

It was December 1912. Thirty years old, already a seasoned explorer, Douglas Mawson was the leader of the Australasian Antarctic Expedition (AAE), a 31-man team pursuing the most ambitious exploration yet of the southern continent. Let others race for the South Pole. Mawson was determined to discover everything he could about a 2,000-mile-long swath of Antarctica that was *terra incognita*, and to wring from it the best scientific results – in terms of geology, meteorology, magnetism, biology, atmospheric science, and glaciology – ever obtained on a polar journey.

10

Having built a hut on the shore of a cove they named Commonwealth Bay, the men of the AAE had wintered over in what was later proven to be the windiest place on Earth (at least at sea level), with gusts up to 200 mph. At times, the gales were so strong they knocked the men off their feet and sent them sliding across the ice.

15

Setting out in November 1912, Mawson's sledging party was one of eight three-man teams sent off on journeys in all possible directions. For his own Far Eastern Party, he chose 29-year-old Swiss ski champion Xavier Mertz and 25-year-old Belgrave Ninnis, an eager, likeable Englishman serving in the Royal Fusiliers. Hoping to connect the unmapped interior with the heights of far-off Oates Land, discovered by Robert Falcon Scott's party only the year before, Mawson was bent on making the deepest push of all into the unknown.

20

By the morning of December 14, 35 days out, the trio had reached a point nearly 300 miles from the hut. The men had crossed two major glaciers and scores of hidden crevasses – deep fissures in the ice camouflaged by thin snow bridges. Just after noon that day, Mertz, who had been scouting ahead on skis all morning, held up his ski pole to signal yet another long crevasse. Mawson judged it to be only a minor nuisance, as his sledge glided smoothly across the bridge. He called out the usual warning to Ninnis, and, in a last glance back, saw that his teammate had corrected his path to cross the dangerous crevasse head-on rather than diagonally.

25

Suddenly Mawson heard the faint whine of a dog behind him. It must be, he thought, one of the six huskies pulling the rear sledge. But then Mertz stopped and turned in his tracks. Mawson saw his look of alarm. He turned and looked back. The featureless plateau of snow and ice stretched into the distance, marked only by the tracks Mawson's sledge had left. Where was the other sledge?

30 Mawson rushed on foot back along the tracks. Suddenly he came to the edge of a gaping hole in the surface, 11 feet wide. On the far side, two separate sledge tracks led up to the hole; on the near side, only one led away.

Now Mawson and Mertz cut away the fragile lip of the open crevasse, roped up, and took turns leaning over the abyss. What they saw appalled them. One hundred fifty feet down, a husky lay moaning on a snow shelf, its back evidently broken. Another dog, apparently dead, lay beside it. A few pieces of gear lay scattered on the same shelf. There was no sign of Ninnis or the sledge.

35 For three hours, Mawson and Mertz called into the depths, hoping against hope for an answering cry. They had far too little rope to lower themselves into the crevasse to search for their companion. At last they accepted the inevitable. Ninnis was dead. Gone with him were the team’s most valuable gear, including their three-man tent, the six best huskies, all the food for the dogs, and nearly all the men’s food.

**QUESTIONS ON PASSAGE 1**

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

(i) Antarctic Exploration

(ii) The Perils of the Antarctic

(iii) A Tragedy in the Antarctic

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

.....

2. **In your own words**, explain why Mawson was not interested in racing for the South Pole.

(2 marks)

.....

.....

3. Between lines 1 and 6 find **single** words that match the following meanings as used in the passage: (2 marks)

(a) experienced .....

(b) challenging .....

(c) committed .....

(d) squeeze .....

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

(a) When the AAE team set up camp in Commonwealth Bay they knew it was the windiest place on Earth.

(True/False) because .....

(b) Each one of the eight teams took the same route as that of Mawson.

(True/False) because .....

(c) Belgrave Ninnis was considered to be an enthusiastic and pleasant man.

(True/False) because .....

5. What **two** things would Mawson have achieved by *making the deepest push of all into the unknown* (lines 15-16)? (2 marks)

(i) .....

(ii) .....

6. What **four** facts about crevasses are mentioned between lines 17 and 23? (2 marks)

(i) .....

(ii) .....

(iii) .....

(iv) .....

7. Why did Mertz have a *look of alarm* (line 26) on his face? (1 mark)

.....

8. **In your own words**, explain what the writer means by *The featureless plateau of snow and ice* (line 26). (1 mark)

.....

.....

9. Explain what the writer means when he says that Mawson and Mertz were *hoping against hope* (line 35). (2 marks)

.....

.....

.....



10. In a paragraph of **not less than 100 and not more than 110 words**, summarise the main events that took place on December 14. **Use your own words.** (8 marks)

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Passage 1

**PASSAGE 2**

**Read the following passage carefully and answer the questions that follow.** (25 marks)

Picture any city in the world, and it is likely to conjure up an image of a park.

Birkenhead Park was one of the UK’s first publicly funded parks in 1847. Three years later, American landscape architect Frederick Law Olmsted was awestruck by what he saw. “Five minutes of admiration, and a few more spent studying the manner in which art had been employed to obtain from nature so much beauty, and I was ready to admit that in America there was nothing to be thought of as comparable with this People’s Garden,” he later recalled in a book. He took his

5

experience away with him and built Central Park in New York. Arguably the world's most famous, enshrined in a thousand films, **it** has British park DNA.

10 Like Birkenhead, many of the UK's greatest parks date back to the reign of Queen Victoria. A generation inspired by countryside-obsessed poets conjured up oases of greenery at the heart of the smog-choked cities resulting from the Industrial Revolution. Parks were places to promenade in. Landscape design was an enviable profession.

15 For many people London's Hyde Park – which started life as a deer park after King Henry VIII confiscated it from a monastery, and was first opened to the general public by King Charles I in 1637 – is the quintessential British park. **It** is certainly the most famous of the capital's eight Royal Parks, which cover 5,000 acres in total.

20 Royal Parks and Victorian parks share similar characteristics. These add up to what people tend to think of as the quintessentially British park, says David Tibbatts, business development manager at Greenspace. "It's a large, designed landscape, usually inherited from someone's magnificent home. It normally had a deer park, or hunting ground at its origins, and often contains feature-rich structures such as lodges, gatehouses, icehouses and fountains. These parks are essentially beautiful. They were designed to please a cultured eye, and were meant to be a glorification of God's nature. People were meant to be awestruck by the standard of maintenance and care, the refinement of the planting, the heightened landscapes, and the finest horticultural standards," he says.

25 Of course not all parks are of this pedigree. But Tibbatts believes people would be surprised by how many British parks contain classic features, such as ornate railings, fine entrance points and avenues of trees, even in much smaller urban spaces. The proliferation of public park tennis courts, bowling greens, boating lakes and toilets also came from this period, **he** says.

30 Subsequent generations have created parks with different influences and designs. However, demands on urban space mean Victorian parks will always be exceptional for their size, and the modern business of promoting and supporting parks has often been much more about maintaining that Victorian legacy than creating new ones.

35 In a time when English councils are facing funding cuts, should parks still be protected? In the 1970s and 1980s, parks slipped down local authorities' agenda. A lack of investment, and concerns over anti-social behaviour, littering and safety, meant that many parks became bleak no-go areas. Then green campaigners upped their game, producing research to suggest that well-managed parks were good for everything from health and social unity, to reducing crime and boosting property prices.

40 "The 1990s saw a revolution. Suddenly parks gained prestige, they got a career boost. Everybody got fed up with derelict, grim parks and closed cafés. Local authorities, which had been pouring money into leisure centres, suddenly started taking more pride in parks," says Ken Worpole, who was on the government's Urban Green Spaces Task Force in 2001. He says the Heritage Lottery Fund – which has spent 640 million pounds on regenerating and revitalising 700 parks around the UK since 1996 – and the introduction of the Green Flag Award, which wanted to do for parks what the Blue Flag did for beaches, also had an impact.

45 Local residents, who have a vested interest in keeping their parks pristine, have also become increasingly active. With government spending squeezed, they are taking on some of the responsibility **themselves**. "Communities want a feeling of security, but also stewardship," says

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Worpole. “It means we are seeing different things happening in parks, such as food growing, and allotments, more cafes where people can get a coffee – they are getting together on issues that we would normally call customer service.” Engaging people with their local parks is just as important as conservation and providing new facilities.

Everyone should have a good quality green space within a five-minute walk of **their** home, as evidence suggests some people further away won’t travel. It is estimated that there are 2.5 billion visits to public parks in the UK every year. People still want green and pleasant land.

**QUESTIONS ON PASSAGE 2**

1. **In your own words**, explain why Frederick Law Olmsted *was awestruck by what he saw* (line 3). (2 marks)

.....

.....

2. What made parks *oases of greenery* (line 10) in Queen Victoria’s time? (2 marks)

.....

.....

3. List **four** characteristics that make a park *quintessentially British* (line 18). (2 marks)

(i) .....

(ii) .....

(iii) .....

(iv) .....

4. What does the writer mean when he says that *not all parks are of this pedigree* (line 25)? (2 marks)

.....

.....

5. Why is there a tendency to maintain Victorian parks rather than create new ones? (2 marks)

.....

.....

6. For which **four** reasons did parks become *bleak no-go areas* (line 35)? (2 marks)

(i) .....

(ii) .....

(iii) .....

(iv) .....

7. Between lines 33 and 37 find an **expression** that means ‘improved one’s strategy’. (1 mark)

8. Which **three** factors between lines 38 and 44 allowed parks to get *a career boost* (line 38) in the 1990s? (3 marks)

(i) .....

(ii) .....

(iii) .....

9. Give **two** reasons for which *Engaging people with their local parks* (line 50) is important.

(2 marks)

(i) .....

(ii) .....

10. Between lines 33 and 54 find **single** words that are **opposite** in meaning to: (4 marks)

(a) division .....

(b) well-maintained .....

(c) dirty .....

(d) stay put .....

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

(a) I (line 5) .....

(b) it (line 8) .....

(c) It (line 15) .....

(d) he (line 28) .....

(e) themselves (line 47) .....

(f) their (line 52) .....



MATRICULATION AND SECONDARY EDUCATION CERTIFICATE EXAMINATIONS BOARD  
UNIVERSITY OF MALTA, MSIDA**SECONDARY EDUCATION CERTIFICATE LEVEL****MAY 2013 SESSION**

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SUBJECT:	<b>English Language</b>
PAPER NUMBER:	IIB – Question 1
DATE:	24 <sup>th</sup> April 2013
TIME:	4:00 p.m. to 6:00 p.m.

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**WRITING TASK****(40 MARKS)****You are advised to:**

- **pay attention to vocabulary, grammar, paragraphing, layout, spelling and punctuation;**
- **keep your writing to the number of words indicated.**

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

1. Write a short story entitled 'My quick thinking saved us all' which will be published on the school website.
2. You live in an area which was badly affected by heavy rain which caused a lot of damage. Write an article for the local council magazine describing what you saw and your feelings at the time.
3. You are Jes Vella and you live at 27, Spring Street, Rabat, RBT 1223. You have seen the following advertisement in a local newspaper:

**Volunteers needed to help out in a summer school for  
children aged between 9 and 11**

Write to: Mary Saliba, 21, Bakery Street, Hamrun, HMR 0122.

Write a letter to Mary Saliba explaining why you are volunteering and why you think you should be chosen.

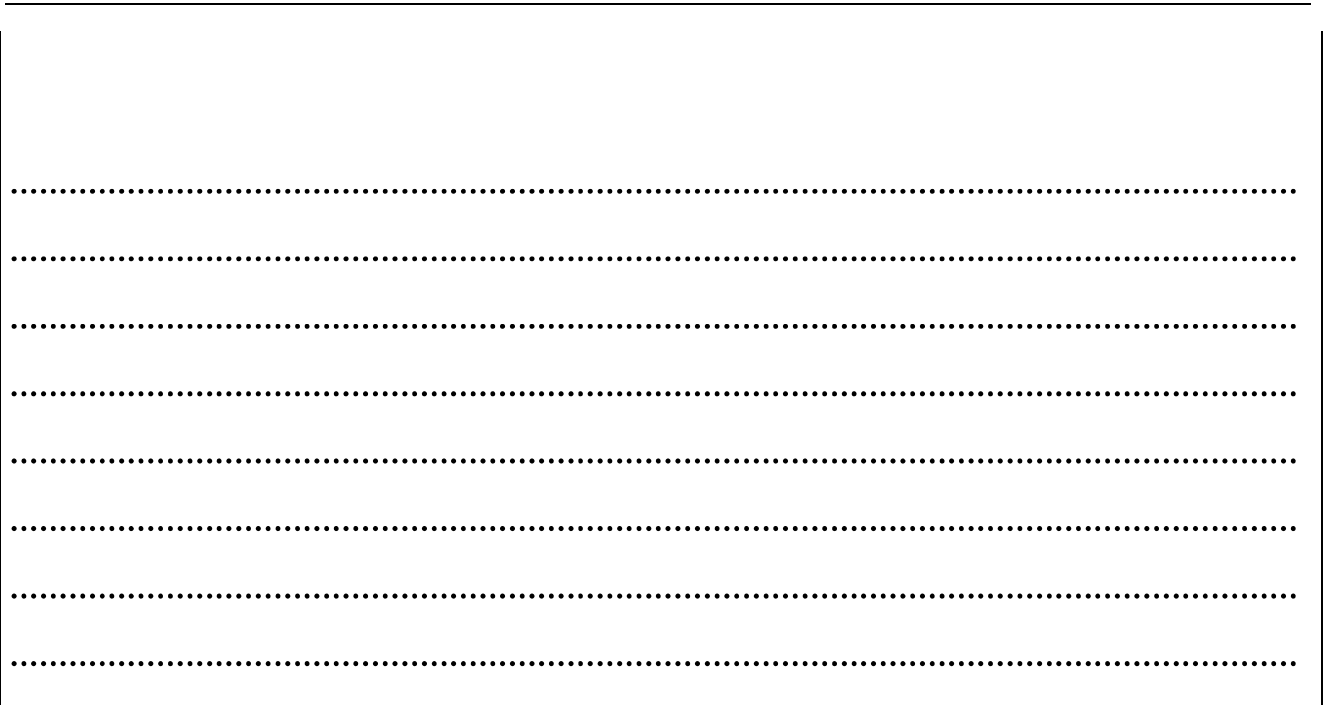


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DO NOT WRITE ABOVE THIS LINE

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USE THIS SPACE TO PLAN YOUR WRITING

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

**SECONDARY EDUCATION CERTIFICATE LEVEL**

**MAY 2013 SESSION**

SUBJECT:	<b>English Language</b>	<b>TOTAL</b>
PAPER NUMBER:	IIB – Question 2	
DATE:	24 <sup>th</sup> April 2013	
TIME:	4:00 p.m. to 6:00 p.m.	

**READING COMPREHENSION**

**(50 MARKS)**

**PASSAGE 1**

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

**(23 marks)**

A year ago, people in the picturesque town of Villa La Angostura were getting ready for one of **their** busiest times of the year: the commencement of the ski season in Argentina.

5 But all their plans came to a sudden halt when nature dealt them an unexpected blow. A nearby volcano, which had been dormant for more than half a century, burst into activity and caused massive disruption throughout the Patagonia region of southern Argentina. Villa La Angostura, the town closest to the volcano, was the worst hit. For nine months, the town lay under a coat of ash and the 13,000 people living there had no idea of when the volcano would stop its activity.

“We all considered leaving town but most of us decided to stay because we love it **here**,” explains Pablo Bruni, who works in the tourism office.

10 The town’s fortunes began to change in March, when the ash stopped falling and many of those who had left earlier returned. Locals embarked on a huge clean-up of their town. Twelve months on from the eruption, the woods and lakes that surround the town are bursting once again with colour. Locals say Villa La Angostura has been “born again”.

15 Walking through the streets of Villa La Angostura, there is little sign of the huge amount of volcanic ash, sand and rock that fell on the area. A lot was shovelled by the locals onto trucks and taken to makeshift deposits. A natural clean-up has helped: unusually heavy summer rains washed away much of the ash.

20 It was widely thought that the thick layer of volcanic material would kill off a lot of the vegetation, but almost the opposite happened, as the ash turned out to be a good fertiliser. “It was incredible to see the little sprouts coming out of the sand,” says Mr Rodriguez Consoli.

The eruption also improved the appearance of the lakes and beaches. Fishing experts say **it** has even made the trout bigger than ever, a huge draw for the many angling enthusiasts who flock every summer from all over the world to fish in Villa La Angostura.

25 “The eruption was good for **us**. Not only environmentally, but as a society **it** brought us together,” says Mayor Roberto Cacault.

**DO NOT WRITE ABOVE THIS LINE**

30

However optimistic the view, the volcano did take its toll on this small town. Losses over the last year are put at more than 60 million dollars. Almost all the 150 local hotels had to shut temporarily and more than 100 shops closed. "Unemployment hit 40%," states Maria Isabel Oliva, the secretary of the local chamber of commerce. Last year's winter break was a failure, with hotel occupancy about 15%. A slow summer period followed, with about a third of the normal number of visitors.

The people of Villa La Angostura are now pinning their hopes on a successful ski season. Now that the ash is no longer an issue, the locals just need one more thing to ensure a successful winter season. "It all depends on the snow," explains Juan Fioranelli, celebrating the fact that all is back to, more or less, normal.

**QUESTIONS ON PASSAGE 1**

- 1. Underline the **most appropriate title** for this passage. (1 mark)
  - (a) Volcano eruption in Patagonia
  - (b) Villa La Angostura : a town hit by a natural disaster
  - (c) Tourism in Villa La Angostura
  - (d) Skiing in Villa La Angostura

- 2. For which reason was the eruption of the volcano so *unexpected* (line 3)? (1 mark)

.....  
.....

- 3. What do the locals mean when they say *Villa La Angostura has been "born again"* (line 13)? (2 marks)

.....  
.....

- 4. Between lines 1 and 17 find **single** words that match the following meanings as used in the text: (3 marks)

(a) charming..... (b) start .....

(c) stop..... (d) enormous.....

(e) residents..... (f) temporary.....

- 5. Between lines 1 and 17, the writer shows that nature affected the town both positively and negatively. What aspects of nature affected the town **positively** and **negatively**? (1 mark)

(a) positively .....

(b) negatively .....

**DO NOT WRITE ABOVE THIS LINE**

6. What are the main attractions of Villa La Angostura in summer and winter? (1 mark)

(a) In summer .....

(b) In winter.....

7. What do the following refer to in the passage? (3 marks)

(a) their (line 1)..... (b) here (line 8).....

(c) it (line 21)..... (d) us (line 24).....

(e) it (line 24)..... (f) It (line 32).....

8. Give **four** ways in which the eruption of the volcano was of benefit to Villa La Angostura and its residents. (2 marks)

(i) .....

(ii) .....

(iii) .....

(iv) .....

9. List **five** facts about Villa La Angostura that are found in the passage. (5 marks)

(i) .....

(ii) .....

(iii) .....

(iv) .....

(v) .....

10. What do the following phrases mean as used in the passage? (4 marks)

(a) *take its toll on* (line 26).....

(b) *pinning their hopes on* (line 31).....

Passage 1

**DO NOT WRITE ABOVE THIS LINE****PASSAGE 2**

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

**(27 marks)**

In the sweaty, draining heat, a refreshing dip in a pool would usually seem like a fabulous idea on the third day of my Australian tour. But not this pool. This is Wendell's pool, and I'm not quite sure how kindly he'll take to sharing it.

5 Wendell is 5.5 metres long, and weighs 800 kilos. I take my hat off to the poor soul with the tape measure and weighing scales who found that out. Wendell also has enormous teeth and a ruthless efficiency as a killing machine.

10 The fear really takes over as my feet hit the water. I'm gradually being lowered into the enclosure of one of the largest crocodiles on earth. All I have for protection is the see-through acrylic box that surrounds me. There are scratches and marks on it. I daren't think about where they've come from, but deep down I know.

The Cage of Death is the most terrifying option at Crocosaurus Cove, an attraction that hosts a collection of giant saltwater crocodiles. Essentially, you hand over your money, don your swimming gear and then get dunked in the crocodile's enclosure for one of the most harrowing swims imaginable.

15 The thing about crocodiles, however, is that they manage to hit that perfect line between lazy and calculatingly patient. In the wild, they'll sit in the same spot on the river bank for days, working out what time a cow will come by for a drink of water. They'll only attack when they're pretty certain they're going to do so successfully – the easier, stupider and less aware the target, the better.

They can also go a long time between meals. So despite my offering myself up as a tasty snack, Wendell really isn't interested. He sits, soaking up the sun, utterly unmoved by anything going on around him.

20 I opt for throwing the survival manual out of the window and start to create a commotion; splashing, banging on the walls of the cage and shouting under the water. The great predator remains steadfastly unmoved.

25 The cage is slowly lifted and moved across, ready for a dunking in another enclosure. This one belongs to Denzel. He was captured in the Daly River area, where he was renowned for attacking other large male crocodiles. He then had to be removed from a breeding programme for being too aggressive. All told, he's not someone you'd like to accidentally encounter in a dark alley.

30 Apparently all of the crocodiles have different techniques. Houdini, for example, tends to stalk around the edge of the cage, racking up the tension. Denzel, however, prefers to opt for all-out brutal assault. Like Wendell, though, he looks uninterested. I start the splashing and banging again. I spot his eye opening, and glancing towards me. And then, as either a warning shot or a prelude to something far more vicious, his foot moves...

**DO NOT WRITE ABOVE THIS LINE**

**QUESTIONS ON PASSAGE 2**

- 1a. Where is this passage most likely taken from? Underline the most appropriate answer. (1 mark)
- (i) An environmental science book
  - (ii) A diary
  - (iii) An animal encyclopaedia
  - (iv) A travel magazine
- 

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

2. **In your own words** explain why the writer believes that a dip in a pool would seem a *fabulous idea* (line 1). (1 mark)
- .....
- 

- 3a. Who is the *poor soul* referred to in line 4? (1 mark)
- .....
- 

- 3b. Why does the writer say *I take my hat off* to him (line 4)? (2 marks)
- .....
- .....
- 

4. Give **three** reasons why the writer is afraid as his *feet hit the water* (line 7). (3 marks)
- (i) .....
  - (ii) .....
  - (iii) .....
- 

5. Write down **two separate** words, found between lines 1 and 19, which mean the same as *frightening*. (1 mark)
- (i) ..... (ii).....
-

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6. What does the writer mean when he says that he throws *the survival manual out of the window* when he starts to create a commotion (line 20) ? (2 marks)

.....  
.....

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

(a) Crocodiles stay only in water.

(True/False) because.....

(b) The crocodile enclosure is scratched.

(True/False) because.....

(c) Swimming with crocodiles is the only thing that visitors can do at Crocosaurus Cove.

(True/False) because.....

(d) This experience takes place on a sunny day.

(True/False) because.....

(e) The writer swims with three crocodiles at one go.

(True/False) because.....

8. What **two** different feelings for Wendell is the writer expressing by referring to it as *a killing machine* (line 6) and a *great predator* (line 21)? (2 marks)

(i) .....

(ii) .....

9. Explain what the writer means by *he's not someone you'd like to accidentally encounter in a dark alley* (line 26). (2 marks)

.....  
.....

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10. In what way is Houdini’s technique different from Denzel’s? (1 mark)

.....  
.....

11. List **six** facts about saltwater crocodiles that are found in the passage. (3 marks)

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

12. **In your own words**, give **two** reasons why the writer thinks that Denzel’s foot moves (line 31). (2 marks)

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

Passage 2
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*Please turn the page.*



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**WRITING TASK**

**(10 MARKS)**

Writing

You are Kim Fenech. Write **an email of between 50 and 60** words to Paul who is coming on a short holiday in July. In your email suggest an adventurous outdoor activity you could do together during his stay in Malta. **Do not write more than 60 words.**

<b>From:</b>	kimfenech1997@wmail.com
<b>To:</b>	pwright@email.co.uk
<b>Subject:</b>	Your Holiday

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